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### Effect of Expressive Methods of Child Psychotherapy Upon Intellectual Efficiency

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EFFECT OF EXPRESSIVE METHODS OF CHILD  
PSYCHOTHERAPY UPON INTELLECTUAL  
EFFICIENCY

being

A Thesis presented to the Graduate Faculty of  
The Fort Hays Kansas State College  
in partial fulfillment of the requirements  
for the Degree of Master of Science

by

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## TABLE OF CONTENTS

	Page
Introduction .....	1
Methods of Procedure .....	3
Experiment I, Mentally Retarded Cases .....	6
Experiment II, Over-Aggressive Cases .....	10
Experiment III, Inhibited Cases .....	18
Conclusions .....	27
Secondary Findings .....	28
Bibliography .....	29
Appendix .....	31

## INTRODUCTION

Aristotle was the first to give expression to the term "catharsis." For him it meant the expression of an evil thought or emotion. Freud<sup>2</sup> broadened the term in his theory of psychoanalysis to mean an expression of pent-up feelings and ideas. Jung<sup>3</sup> used "catharsis" even more broadly. For him it meant a cleansing, a full confession confirmed by the intellect and heart and accompanied by a release of the suppressed emotions. Jung has used painting as a means of "catharsis" for his patients. His purpose was to have the patient put on paper what came to him in phantasy and thus give it the status of a deliberate act. The giving of form to a repressed emotion forces a close study of the content and more complete experience of it.

Shaw<sup>6</sup> describes a number of cases where children were able to paint symbolically their secret fears and worries and as a result to show a marked improvement in their school work.

Anna Freud has used dolls for children in play. The children identify persons with the dolls and express their love, hate or fear of that person in imaginative play.



Taft<sup>8</sup> in her book on the dynamics of therapy speaks of the value of creative work in a bringing about of a balance of the forces in the organization of personality.

According to Jung<sup>3</sup> psychic suffering is not a definitely localized phenomenon but rather a symptom of a wrong attitude assumed by the total personality.

Wellman,<sup>9</sup> of the Iowa Child Welfare Research Station of the University of Iowa, in recent studies has found an acceleration in the development of intellectual efficiency of children as shown by an intelligence test. These results raise the problem of methods and techniques to be used in bringing about the maximum intellectual efficiency of a child.

It is the purpose of this study to investigate the effectiveness of a certain type of child training in accelerating the development of intellectual efficiency. By expressive methods is meant the use of different media through which the child can find self expression for otherwise inarticulate ideas. Such media as finger-painting, clay modeling, dramatization and free hand drawing give opportunity for the child to create or objectify his subjective feelings or ideas. By child psychotherapy is meant a method of treatment in readjusting the personality of children. The change

in I.Q. means a change in the relation of mental age to chronological age as measured by an intelligence test.

The hypothesis upon which this research is based is that the personality can be integrated by that psychotherapy in which the child is given an opportunity to express himself through some art media.

#### METHODS OF PROCEDURE

In this study seven children were diagnosed into three types, a mentally retarded type, an inhibited type and an over-aggressive type. The mentally retarded types were diagnosed by the staff of the Psychological Clinic of the Fort Hays Kansas State College. Cases A and B were placed in the mentally retarded group.

The inhibited and over-aggressive cases were diagnosed on the reactions made during the psychometric examinations and the social and emotional reactions made to other children in the Play Room of the Psychological Clinic of the Fort Hays Kansas State College. Cases E and F were placed in the inhibited group and cases D, G and H in the over-aggressive group.

Each child was given a Terman-Merrill Revision of the Stanford-Binet, Form L intelligence test and a Pintner-Paterson performance test as an initial test of their I.Q.

and a Terman-Merrill, Form M intelligence test, a Detroit Primary and a Pintner-Paterson test as a terminal test of their I.Q. Observations were made during the initial Pintner-Paterson test as to the emotional response of the child when faced with a complex problem and the same observations were made on the terminal tests to note any changes in responses over the experimental period.

The inhibited and over-aggressive groups were between three and five years of age and were members of a group of children in the Play Room of the Psychological Clinic. In this room the children were encouraged to express themselves freely and adequately through their own initiative. They were presented with such media as crayons, water colors, clay, toys and puppets. The children were allowed to choose their own activities and carried out their own ideas as much as possible. At times they were given opportunity to express themselves by means of puppet-shows, dramatization and music interpretation.

In this room no attempt was made to train, stimulate or motivate the children. They were simply surrounded by as varied a group of constructive media as possible that they might have the opportunity to use the medium by which they could most readily express themselves. For instance,

if a child entered the room and picked up a piece of clay, he was given no instructions as to how to use the clay and no model to work from. If the child decided to pound the clay he was allowed to do so.

The postulates which underlie the choice of method of this investigation are: (1) It is possible to envisage within each individual certain forces which taken together comprise the dynamic element of the personality. These various forces working in harmony allow a practical efficiency which approaches the potential efficiency of the personality. It is a matter of clinical observation that there is an interrelation between these forces. They can facilitate or inhibit one another. A child who is afraid is unable to think clearly and will not respond adequately to a test. If this postulate creates an accurate conception of the situation, a condition of harmony of the various forces should produce an acceleration in the development of mental efficiency as shown by an intelligence test.

(2) It is generally admitted that intelligence tests measure the mental efficiency of the personality at the time and under the conditions of the test. If this assumption is true a personality after integration should show an acceleration in mental out-put.

Two teachers\* and one observer took notes daily on the behavior of the children while in the Play Room, and behavior charts\*\* were checked at intervals in order to record behavior changes. Each child had a number of conferences with the investigator, who directed all teaching in the Psychological Clinic. In these conferences the child was given some medium of expression such as finger-paint, water color, or crayons and asked to make what he liked. The investigator took notes on his behavior\*\*\* These conferences were from January 31, 1938 to May 1, 1938. The number of conferences varied from five for Case F, seven for Cases D, E and G; eight for Case H; fourteen for Case A to fifteen for Case B.

#### EXPERIMENT I, MENTALLY RETARDED CASES

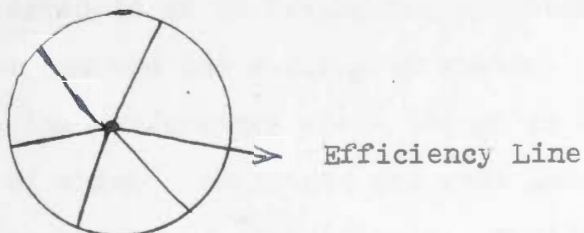
Mentally retarded cases are ones which are characterized by a general deficiency. They may have varying degrees of motor incoordination; some defect such as a vision or hearing difficulty and frequently symptoms of malnutrition. Emotionally they may be either apathetic or swing from a state of hyperkinesis to one of hypokinesis. Mentally there may be aphasia, short attention span, distraction and slow inefficient mental responses.

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\* See Appendix A  
\*\* See Appendix B  
\*\*\* See Appendix C



If we think of this schematically, we might represent the personality as a circle having a central supply of energy from which radiate very short vectors.



If these vectors are radiating out so as to drain force from the personality output line, the result will be a very short or inefficient response. The problem in this case is to integrate these vectors so as to shorten the aphasic spells, lengthen the attention span, eliminate distraction and as a result lengthen the personality output. This should bring about an increase in mental ability proportional to the amount of integration possible.

It was noted that Case A was hampered in her responses by motor incoordination, distraction and a short attention span. Her I.Q. on the Pintner-Paterson was found to be 45 and on a Terman-Merrill Form L her I.Q. was 40. Her C.A. was 18 years.

Beginning January 3 and ending February 28 she was given fourteen conferences alone with the investigator. During each conference she was given some means of expression either

finger-paint, water color or crayons and asked to make anything she liked. During these conferences, it was noted that while she seemed to enjoy playing with the media, her principal satisfaction seemed to be in having the opportunity to talk freely with some one who was willing to listen. She talked constantly during conferences about things at home and at school, some of which seemed true and some phantasy. This was considered to be a form of catharsis. During this period the teachers observed that she seemed to make no gain in emotional control.

At the end of the fourteen conferences she was given a Cornell-Coxe and her I.Q. found to be 30 and a Terman-Merrill Form M and I.Q. was found to be 41.

Case B is also handicapped by motor incoordination which caused a loss on the time score. She seemed to lack insight and worked entirely by trial and error on the initial Pintner-Paterson. Her I.Q. was 38, her C.A. 10-5.

During the initial Terman-Merrill she seemed interested in the test and seemed to be cooperating as long as it was purely performance but on the verbal tests she refused to talk aloud and whispered her answers. Her I.Q. was 32.

Case B seemed to gain catharsis during conferences by giving expression to destructive feelings and feelings of

9

defiance.

She made gains in her emotional control and also I.Q. during this study. Her I.Q. on the Terman-Merrill raised sixteen points.

It was concluded that case B's initial low score was partially due to lack of rapport but lack of rapport was taken to be a sign of personality instability since no one had been able to get a test on her excepting the investigator who first tested her in 1936, getting an I.Q. of 36 on a Detroit First Grade Form A. The fact that her emotional control did become more stable was taken to indicate that her personality was becoming better integrated and so reacting in a more efficient manner.

She was given the same type of conferences as Case A. She worked in absolute silence and seemed to be expressing herself emotionally, some times she smeared the paint over the table as though she delighted in expressing her individuality and in doing things ordinarily forbidden. During these conferences the teachers observed a decided change for the better in emotional behavior. Similiar reports were received from the parents and the housemother.

At the end of fifteen conferences she was given a Cornell-Coxe and her I.Q. was found to be 58, and a Terman-Merrill Form N and her I.Q. found to be 48.\*

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\*See Appendix D



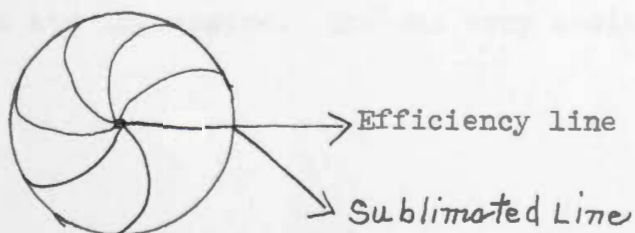
In this experiment Case A made no gains which may be explained by the fact that for a number of years she has been in special remedial rooms and is well adjusted socially. In this case there is the possibility that her maximum efficiency has been reached.

Case B has been in a special remedial room only one year previous to this and is socially and emotionally unadjusted. In her case the therapy did produce results in that both the intelligence and emotional checks showed improvement.

## EXPERIMENT II, OVER-AGGRESSIVE CASES

Over-aggressive cases are usually described as domineering. They want to lead in all the activities, to boss the other children and sometimes they bully their playmates. When faced with complex situations they typically become frustrated and react with irritation.

We think of the personalities of these cases as having a central force from which radiate vectors. These vectors are well integrated but the efficiency line is misdirected and needs to be sublimated.



There were three children of this type, Case D, Case C, and Case H. Case D. was given a Pintner-Paterson test and her reactions noted. She was very calm in working but gave up much too easily. She was eager to start a new test but lost interest in it almost as soon as it was started. Her I.Q. was found to be about 169. Her C.A. was 3-0. On February 9 she took a Terman-Merrill Form L. Her I.Q. was found to be 136.

Beginning, February 28 she came to a series of conferences with the investigator. During these conferences she was presented with finger-paint, colored crayons, clay and materials for free hand drawing. She was asked to make whatever she liked. At first she did not like the paint and kept washing her hands. She was very restless and tired of the paint very soon. She talked some but it was about things that had happened in the Play Room. After a few conferences she began to be more interested in the figures she was able to make.

In the Play Room she was given the opportunity of drawing, coloring, painting, working with clay, dramatizing, playing with puppets, dancing, playing games, etc., with a group of children of about her own age. Her teachers reported her as quick and aggressive. She was very sadistic

and always wanted to be the center of attention. She sometimes threw temper tantrums. This type of reaction continued up until March 18. Then she became more cooperative and happy with the children although she remained independent in her point of view and determined in purpose. Occasionally she threw temper tantrums and showed some irritability. Beginning with April 8 she seemed to tire very easily and would lie down and rest. At these times she seemed very irritable.

After a few weeks in the play room she developed a tendency to fantasy. She seemed very sensitive to everything around her. She seemed unable to shut out stimulation and swayed from one emotion to another until she seemed to burn up all of her energy and then she would say, "I am tired, I want to lie down."

On the terminal test, Terman-Merrill Form M, her I.Q. was 144; on a Detroit First Grade test her I.Q. was 157; and on the Pintner-Paterson her I.Q. was 172.\*

On February 28 the teachers rated her on a personality score sheet and again May 20. It was found that the teachers checked her as having improved in: less destructive of materials, more obedient, fewer temper tantrums, less rude,

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\*See Appendix D

less nervous, more social and less inclined to act silly.

During the terminal Pintner-Paterson Case D was eager to begin. She did not tire so that she finished fourteen tests as compared to eleven on the initial test. On the initial test she gave up on five out of eleven and on the terminal four out of fourteen. She showed very little frustration on the tests and seemed quite happy in working with the forms.

During the Terman-Merrill it was noted she was more imaginative and in the picture interpretation she seemed to show a marked improvement in her ability to make deeper and broader interpretations.

Case D at the time of the first performance test was familiar with such tests. This might account for her high initial performance on the Pintner-Paterson. The rise in I.Q. of eight points on the Terman-Merrill seemed due to feelings of assurance, more emotional stability when faced with a problem and an increase in ability to interpret situations as shown by responses to pictures in the Terman-Merrill tests.

Case G was given a Pintner-Paterson test February 2. He did the first two tests but on the third board he kept saying, "where does this belong?" and wanted to stop. He

asked to do an easier one and finally gave up. On the fourth form he seemed to be embarrassed because he could not put it together, piled the blocks in a heap and looked at the operator as though he knew he was doing something naughty and expected to be punished.

He seemed sadistic when the puzzles were hard. He acted as though he wanted to get revenge on the clinician for his difficulty. On puzzle six he refused to try. On seven he began talking about skating as though he wished to avoid trying. He seemed very tired so gave only eleven forms. His I.Q. was 84. His C.A. was 4-8. His I.Q. on a Terman-Merrill form L was 104.

Beginning March 23 Case G received eight special conferences with the clinician. During these conferences he was given finger-paint, crayons, paper and pencil and asked to make whatever he liked. He seemed to enjoy the painting and other media. He soon developed an ability to make very good forms and enjoyed using very brilliant colors. He showed a tendency to phantasy very soon after the conferences started and during one conference painted symbolically an incident in his life and talked it over with the clinician as though it were a story he was making up concerning another little boy.

His teachers reported Case G as a good leader, but somewhat defensive and exhibitionistic. He wanted to be the cen-



ter of the stage and thought some of the games very silly. He did not care for poetry or literature.

At the end of the conferences his teachers reported the following improvements: more truthful, less impertinent, less inclined to bully others, less rude, less selfish, less shy and restless.

On the terminal Terman-Merrill form M his I.Q. was 111; on the Detroit Primary it was 120, and on the Pintner-Paterson 100.\* He seemed very interested and did not tire during the test. He showed no irritation, no frustration and tried on all fourteen tests.

He gave up on only four out of fourteen tests as compared to six out of eleven on the initial test.

Case G made a gain of seven points on the Terman-Merrill tests and a gain of sixteen points on the Pintner-Paterson tests. His gain on the Pintner-Paterson seemed to be due to a complete loss of signs of frustration, excitement, embarrassment and resentment and the ability to remain interested in the test to its completion.

Case H was given a Pintner-Paterson as an initial test. She completed the first four forms and the Manikin. She seemed hyperkinetic and moved about the room a good deal,

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\*See Appendix G

laughed and talked very loudly. She seemed eager to cooperate but became very tense when she did not quite understand what was expected of her.

On the "Triangle-Form" she became very frustrated and seemed embarrassed because she could not complete it. She made relatively few moves but sat and studied for a second or so and then looked about, talked about other things or made remarks concerning the boards. Her C.A. was 4-0. Her I.Q. was 154. On a Terman-Merrill Form L her I.Q. was 144.

She seemed very hyperkinetic and tense, but she wanted to cooperate. She became frustrated when faced with difficult problems. She wished to initiate all projects and resented domination. She tried to domineer all situations as well as all people. She liked to be noticed and became very noisy in an attempt to be recognized. She talked very loudly, ran about, and laughed a good deal. At times she became rather silly.

She was given eight conferences with the clinician. She seemed very imaginative and inclined to phantasy. She enjoyed the finger-paint and the water colors most.

Her teachers reported that Case H liked to take the lead in everything. She liked to tell the others what to do and how to do it. She resented being ordered about. She followed instructions very well.

At the end of the series of conferences they reported Case H improved in the following: in not bullying others, in obedience, in temper tantrums, in less selfishness, in less stubbornness, and in less domineering of others.

On the Terman-Merrill, Form M, terminal, her I.Q. was 141 and on a Detroit First Grade it was 149. On a Pintner-Paterson her I.Q. was 154.\*

On the initial Pintner-Paterson Case H did not complete four out of the twelve tests. She seemed to tire and lost interest in the forms. On the terminal test she did not complete five out of fourteen tests.

In this group Case D made a gain from I.Q. 136 to I.Q. of 144 as shown by Terman-Merrill's and from I.Q. 163 to I.Q. 172 as shown on Pintner-Paterson. She showed a gain in emotional control up to a certain extent. She had fewer temper tantrums, seemed less exhibitionistic and more social, but there seemed to be a gain in hyperkinesis and in sensitivity to stimulation. She seemed unable to shut out or make a choice of stimulation. She increased in imaginativeness and phantasy and gained a deeper and broader insight into situations.

Case G gained from an I.Q. of 104 to an I.Q. of 111, on a Terman-Merrill, and from an I.Q. of 84 to 100 on a Pintner-Paterson. He gained a great deal more emotional con-



trol. He developed a liking for poetry and literature, and seemed to lose almost all of his tenseness and defensiveness.

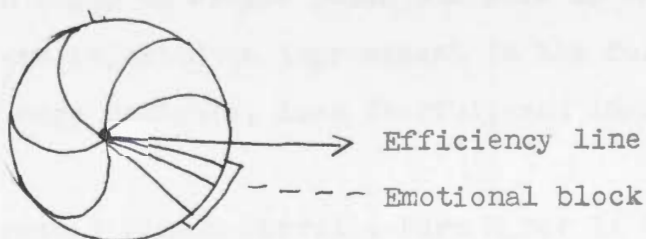
Case H gained only three points on the Terman-Merrill tests and lost twenty points on the Pintner-Paterson. She seemed to make no gains in her mental efficiency which was already very high but there was a gain in emotional control. Her loss on the Pintner-Paterson seemed to be caused by the development of a tendency to be too dependent. She asked for help or gave up too easily on several tests and seemed to tire before the test was completed. Her score was still relatively high so these may be signs of a relaxation of the extremely strong drive which she manifested at first.

In this case the personality probably was already well integrated.

### EXPERIMENT III, INHIBITED CASES

Cases diagnosed as needing catharsis are characterized by being shy, inhibited children who give up too easily and feel very dependent on others.

We think of this type of personality as having a part of the vectors blocked off by a complex so that the full personality force can not come through in the efficiency line.



The problem here is to release the complex so that that force can be again sublimated into the efficiency line and so strengthen it.

Cases E and F were found to be cathartic cases.

Case E took a Pintner-Paterson test on February 1 and her I.Q. was found to be 130. Her C.A. was 3-1. She was very calm during the test and showed no signs of frustration. She gave up very readily because she grew too tired. Her I.Q. on a Terman-Merrill, Form L was 123.

Case E was given seven special conferences in which she finger-painted, water colored or drew free hand. She did not like the finger paint but enjoyed the water color very much. She seemed especially interested in colors. She liked to mix new colors and was delighted with the results.

Her teachers reported her as being well adjusted, easily persuaded by the other children, and a good helper. She

talked very loudly when excited. She liked literature and poems, and soon began to create poems and make up tales.

The teachers reported an improvement in the following: more obedient, more reliable, less fearful, and improvement in speech.

On the terminal Terman-Merrill, Form M her I. Q. was 148; on a Detroit Primary it was 150 and on a Pintner-Paterson it was 140.\*

During the terminal Pintner-Paterson Case E finished fourteen tests as compared to the initial test of nine forms. She did not tire nor ask to stop, although she did give up too easily and seemed frustrated at times. She did not complete five out of nine forms on the first test and did not complete five out of fourteen on the terminal test.

Case F took a Pintner-Paterson test on January 23. She finished the first test but on the Seguin board she became very frustrated when the boards did not fit. She slapped the pieces and tried to force them in place. She became very excited and reprimanded the pieces for not going in place. On the "Five Figure" she gave up too easily and asked for help. On the "Two Figure" she tried to force the pieces in place and became a little frantic in her efforts when urged to speed. On the "Triangle" she became so excited she twisted about on

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\*See Appendix D

the chair and shook her hands. She kept saying "That old pickle face," on the "Profile" she acted disgusted and finally began to act silly in an embarrassed manner. Her I. Q. was found to be 141. Her C. A. was 3-7. On a Terman-Merrill Form L her I. Q. was 116.

Case E made an improvement of fifteen points on the Terman-Merrill tests and of ten points on the Pintner-Paterson. This seemed to be due to an increase in the ability to freely express herself when faced with a problem. In the terminal tests she seemed to be making more overt responses even though they were not efficient and seemed to result in some signs of frustration. Here the forces of the personality seemed released and coming through with more force but seemed to now present the problem of redirection. A longer period of work with such children should result in an elimination of this second problem.

Case F was given a series of conferences. She was given different media and asked to make what she liked. She attempted symbolic pictures at once and phantasied a great deal.

Her teachers reported her as being well adjusted in the room and being cooperative, as having a wide range of imagination and inclined to tell imaginative stories; was rather shy and inclined to pull at her dress frequently.

At the close of the conferences her teachers reported

her improved in the following traits: more obedient, less careless, less silly, improved in speech with less tendency to interrupt.

On the terminal Terman-Merrill Form M her I. Q. was 130, on a Detroit Primary her I. Q. was 140, and on a Pintner-Paterson it was 142.\*

Case F made a rise of fourteen points in I. Q. on the Terman-Merrill tests and a loss of thirteen points in I. Q. on a Pintner-Paterson. On the Pintner-Paterson test her reaction seemed to have changed from one of frustration, extreme excitement and a feeling of inadequacy to one of less excitement, less frustration but a tendency to give up or ask for help. Here again the problem seems to be one of released force needing direction.

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\*See Appendix D

On the terminal Pintner-Paterson Case F did not complete seven out of fourteen tests as compared with four out of eleven on the initial test. She showed some frustration and gave up rather easily but she was much improved and finished the test without tiring.

### INITIAL TESTS

	Pintner- Paterson	Terman Merrill Form L	Detroit Primary Form D
Case A	I.Q. 45 C.A. 16 M.A. 7-3	I.Q. 40	I.Q. 50
Case B	I.Q. 38 C.A. 10-6 M.A. 4	I.Q. 32	I.Q. 36
Case D	I.Q. 169 C.A. 3 M.A. 5-1	I.Q. 136	
Case E	I.Q. 130 C.A. 3-3 M.A. 4-0	I.Q. 123	
Case F	I.Q. 141 C.A. 3-7 M.A. 5-1	I.Q. 116	
Case G	I.Q. 84 C.A. 4-9 M.A. 4-0	I.Q. 104	
Case H	I.Q. 174 C.A. 3-11 M.A. 6-10	I.Q. 144	



# TERMINAL TESTS

	Pintner- Paterson	Terman- Merrill Form N	Detroit First-Grade Form A	Cornell- Coxe
Case A		I.Q. 41		I.Q. 30 C.A. 16 M.A. 5-8
Case B		I.Q. 48		I.Q. 58 C.A. 10-9 M.A. 6-4
Case D	I.Q. 172 C.A. 3-4 M.A. 5-9	I.Q. 144	I.Q. 157	
Case E	I.Q. 140 C.A. 3-11 M.A. 5-6	I.Q. 148	I.Q. 150	
Case F	I.Q. 142 C.A. 3-11 M.A. 5-7	I.Q. 130	I.Q. 140	
Case G	I.Q. 100 C.A. 5-0 M.A. 5-0	I.Q. 111	I.Q. 120	
Case H	I.Q. 154 C.A. 4-0 M.A. 6-10	I.Q. 141	I.Q. 149	

The original postulates were: (1) that the various forces of personality if working in harmony allow a practical efficiency which approaches the potential efficiency of the personality; (2) a well integrated personality should show an increase in mental out-put.

The following cases seem to substantiate the above postulates.

1. Case B made a gain in emotional control and a gain in I. Q. of sixteen points as shown by the Terman-Merrill tests.
2. Case D made a gain in emotional control and a gain in I. Q. of eight points.
3. Case G made a gain in emotional control and a gain in I. Q. of seven points.
4. Case E made a gain in emotional control and a gain of twenty-five points in I. Q.
5. Case F made an emotional control gain and a gain of fourteen points on her I. Q.
6. Cases A and H made no significant emotional control gains and no significant gains in I. Q. which would indicate that where no personality integration takes place no rise in I. Q. occurs.



This study indicates that further research should be done on this problem because of the limited number of cases and the short period of time used in carrying on this research. The large gains in three of these cases in spite of the limited time would seem to indicate the value of such a therapeutic method.

Practice effect may have been a factor in some of the gain although this is usually considered to be too small to be significant.

No control group was used but in other researchs it has been found that with normal children under ordinary conditions there is no significant rise in I. Q.

## CONCLUSIONS

1. Cases already relatively well integrated in personality made no gains under the method employed in this study.

2. Cases having destructive and sadistic feelings seemed to gain catharsis and as a result showed more emotional stability as well as a rise in the intelligence quotient.

3. Cases diagnosed as mentally retarded seemed to have a personality disintegration which interfered with their efficient responses to mental problems.

4. Over-aggressive cases improved in proportion to the amount of redirection of the personality expressions.

5. Cases diagnosed as needing catharsis made the largest gain in intelligence quotient as measured by the tests.

6. Over-aggressive cases showed the most emotional control improvement.

7. Cathartic cases seem to develop second problem, i.e., problems of redirecting released forces.

8. One case showing an extremely strong drive gained a relaxation from this method which resulted in a small loss of mental efficiency but with a gain in emotional control.

SECONDARY FINDINGS

1. The Cornell-Coxe was found to be far too difficult for children between the ages of three to five.

2. The Pintner-Paterson is not a highly discriminative test which made it difficult to find performance

I. Q.'s.

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Raising of intelligence quotients.

## APPENDIX A

January 5, 1938

Case A

Investigator gave Case "A" a Pintner-Paterson test.

Motor incoordination makes it very hard for her to put the blocks together. She tries very hard, but she can not keep her attention centered for any length of time. She stops every few minutes and begins to tell something. She talks almost constantly about things which have happened at home or in school. Her mind never seems concentrated upon the test.

January 31, 1938 2:00

Case A

Brought Case "A" in. Fixed her paper and paint. I sat down to take notes. She began to paint and talk. Her talk was incoherent. It was about persons and things which happen at home.

She said, "This is nice, isn't it?" as though she enjoyed the feel of the paint. She painted in silence for a while as though interested and then began to talk about Nelson Eddy. She kept stirring the paint but mostly without looking and with her mind seemingly on what she was saying.

After a while she got her whole hand in the paint and seemed interested in it for just a minute but began talking again and jumping from subject to subject, too fast to follow. Asked A if she had made a picture. She said she had one of "Trees." Asked her to make a good one to save.

February 1, 1938 3:30

Case A

Began working in silence and seemed interested for about five seconds, then began to talk of this and that. I suggested that she work hard on a picture but she seemed to think of other things and kept talking. Some one started



the saw. It was difficult to hear so she became silent and seemed interested in her work. She seems to enjoy the feel of the paint rather than the pictures. Works with all the hand, rather than with one finger as at first. Began to talk again at the end of about three minutes.

February 2, 1938 3:45

Case A

Painted in silence for about three minutes. Began to talk. I asked her to try to paint a story. Am attempting to call her attention back to the painting. Seems more interested in the feel than in the designs. Asked her to finish the picture before the other children come. She seemed quieter today than usual.

Called the picture "Houses."

February 3, 1938 2:30

Case A

Began painting in silence but seemed to notice only the feel of the paint. Talked about her cat, etc. and seemed not to be thinking about the paint. Said she was making a street and houses and trees. She kept painting trees. Seems more interested in the designs today. She is less talkative.



February 4, 1938 1:45

Case A

Began to talk at once but soon became interested in the paint. Her interest would hold only for about one second. During this time she seems interested in the effects she can produce.

Constantly stress the point that some certain person likes her as though that were very important to her.

Today she seems to be drawing the same design over and over. She says it's a picture of her cat. Drew a girl in a crude form. Said, "That's a girl, isn't that good?" I bragged on her a good deal. Made a boy. Made a man.

February 7, 1938 2:15

Case A

Began painting and talking about things that happened at home yesterday. She seems to be attempting to make a design i.e. she is noticing the effects certain strokes make. Sometimes she draws with one finger but most of the time she uses all of her hand. Made a "cow" in the paint. Made a "horse." Keeps talking about a trip to the farm last night. She makes symbolic forms of animals much better than any she ever drew with pencil or crayon. Made a "girl" to leave.

February 9, 1938 2:00

Case A

Began talking about things that happened at home. Began to push the paint about but her mind was not on the paint. I kept interrupting her to see if I could recall her attention. Made "houses" all period.

February 15, 1938 2:00

Case A

Began to talk of people and happenings at home as usual. Talks a good deal about people being nice to her or liking her.

February 29, 1938 2:00

Case A

Began telling about things that happened at home on Sunday. Began painting in silence but soon began to talk again. She seems to enjoy to just push the paint about and talk. She wants attention and constantly asks questions. There seems to be very little correspondence between her painting and her talking. She is always anxious for the painting period seemingly because she enjoys the opportunity to talk freely with someone.

I asked what she was making and she said "mountains."

March 1, 1938      2:00

Case A

She began at once to tell about some incidents at home. She seemed to have it all mixed up or was telling an imaginative story. She smeared the paint about but her mind seemed to be on what she was saying. She kept telling about some one killing someone or about someone stealing something. I asked her to make something to leave. She called it "Trees."

March 9, 1938      1:00

Case A

Had her draw a picture and color it. She drew a figure she called a dog. She drew a duck. She wrote dog and duck under the figures. She then drew a tree. She has a much better conception of forms and her figures are larger than they were before. She then drew a house. She talked very little today. Her remarks being mostly about her drawings. She seems to want approval and kept asking if it was a nice picture. She drew a horse, a hen, a cow and a goose. She colored them. Presently she began talking about incidents that happened at home and incidents she has evidently heard someone talk about. When she begins talking she is insistent of your attention. She constantly says, "Isn't that so."

Do you know what he does?" etc. She insists upon an answer. She wrote her name on the picture.

March 22, 1938 2:30

Case A

Gave her a paper and some red paint. She asked what Wilfred made and made a remark about Noreen being tired. She said her mother is planning on coming to visit. Painted in silence a while. She talked about Geneva Ann and her mother. Part of what she says seems to be imaginary.

She smears the paint about with one hand. It seems to be a mechanical motion with no purpose. She began talking presently and talked on and on about someone liking her. It is very difficult to follow her. She does not speak plainly and jumps from subject to subject so it is almost impossible to follow.

She says she is painting a house. Began talking about someone getting married. She forces your attention by saying, "Ain't that something" or "Do you know?" or "Isn't that nice?" etc. She seems to want your undivided attention. She talks on and on as though thinking out loud but constantly asks questions so she is assured you are paying attention.

Her painting has no particular form. She just smears

36

it about as though it was a way to occupy her hands.

Called the picture "A House" although it had no particular form.

March 23, 1938 2:00

Case A

Gave her paper and paint. She began talking before we could get started. She is telling some disconnected story about some boy and his sister. I can not follow the story. She keeps saying, "Ain't that nice?" or "Ain't that something?" She expects you to answer. It seems to be her manner of assuring herself of your attention. She keeps smearing the paint about but isn't especially interested in what she is making.

I asked what she is making. She said it was a "House." She then said she would make a "cat." Began telling an imaginary tale about the cat.

March 29, 1938 2:00

Case A

Gave her the colored blocks, pencil and crayons. Asked her to trace around them and make any design she would like and then color it. She placed a block in each corner. Traced

around them. Did not talk as much as usual and talked of happenings at school. Made a design in the center of the paper. Presently began to talk. Talked incessantly and was very hard to follow. She asked a good many questions as usual. It is impossible to keep her attention on her work for longer periods of time but she still feels the need for talking a good deal. She scattered the figures over the paper. There seems to be no unity to the pattern. She used a variety of colors and did not seem to have any idea of harmony or balance. She said she likes red best.



## INITIAL PINTNER PATERSON

January 5, 1938

Case A      C.A. 16      M.A. 7-3      I.Q. 45

Forms		Score by age level
1. Mare	T	7-1
	E	6-0
2. Seguin	T	4-0
3. Five Figure	T	9-1
	E	6-2
4. Two Figure	T	7-2
	M	7-2
5. Casuist		Did not complete
6. Triangle	T	8-4
	E	8-0
7. Diagonal	T	Did not complete
8. Healy A		Did not complete
9. Manikin	S	7-0
10. Profile		Did not complete
11. Ship	T	10-0
12. Picture	T	6-2
13. Adaptation	T	5-0
14. Cube	T	4-0

INITIAL DETROIT PRIMARY

Form D

September, 1937

Case A            C.A. 16            M.A. 8-0            I.Q. 50

Parts	Score
1 -----	4
2 -----	7
3 -----	9
4 -----	5
5 -----	26
6 -----	3
7 -----	<u>10</u>
Total -----	53

TERMINAL CORNELL-COXE

February 8, 1938

Case A            C.A. 16            M.A. 5-8            I.Q. 30

Forms	Scores
1. Manikin-profile	21
2. Block	15
3. Picture-arrangement	0
4. Digit symbols	15
5. Designs	12
6. Cube construction	<u>18</u>
Total	81

## TERMAN MERRILL

Initial

Form L Terminal

Form M

November 12, 1937

April 6, 1938

Case A C.A. 16 M.A. 6 I.Q. 40 Case A C.A. 16 M.A. 6-10 I.Q. 48

Test

Result Test

Result

## IV-6 year level

1. Aesthetic comparison --- no	1. Picture vocabulary ----- yes
2. Digits ----- no	2. Number concept ----- yes
3. Like-different ----- yes	3. Similarities ----- yes
4. Materials ----- yes	4. Patience ----- yes
5. Commission ----- yes	5. Comprehension ----- yes
6. Opposites ----- yes	6. Mutilated pictures ----- yes

## V year level

## V-year level

1. Picture completion ----- yes	1. Number concepts ----- yes
2. Paper folding ----- no	2. Bead chain ----- yes
3. Definition ----- yes	3. Differences ----- yes
4. Copying ----- yes	4. Pictures ----- yes
5. Sentence memory ----- yes	5. Counting ----- yes
6. Count ----- yes	6. Analogies ----- yes

## VI-year level

## VI-year level

1. Vocabulary ----- yes	1. Number of fingers ----- no
2. Bead chain ----- no	2. Sentence memory ----- no
3. Mutilated pictures ----- yes	3. Absurdities ----- yes
4. Number concepts ----- no	4. Digits ----- no
5. Like-different ----- yes	5. Sentences ----- no
6. Maze ----- yes	6. Counting taps ----- no

## VII-year level

## VII-year level

1. Absurdities ----- no	1. Comprehension ----- no
2. Similarities ----- yes	2. Similarities ----- no
3. Copy ----- no	3. Absurdities ----- no
4. Comprehension ----- yes	4. Naming days ----- no
5. Opposites ----- no	5. Problems ----- no
6. Digits ----- no	6. Analogies ----- no

## VIII-year level

## VIII-year level

1. Vocabulary ----- yes
2. Stories ----- yes
3. Absurdities ----- no
4. Similar-different ----- no
5. Comprehension ----- no
6. Sentence ----- no

A. Linnebaugh (Teacher) Sept. 24, 1938.

KS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC  
s replies to Dr. Geo. A. Kelly, Hays, Kansas)

Form 10-5  
Programs

Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Not \_\_\_\_\_ Of \_\_\_\_\_

anxious to follow the progress of this person in a definite way  
r to determine the extent to which our work has been effective.  
of your interest and contacts we are asking you to report on  
venient form below. Where two opposite traits are listed and this  
in your estimation rates about average or half way between the  
you should encircle the middle figure, otherwise encircle the  
somewhat to the right or left depending upon the amount of the  
r left trait.

		Score					Change since Worse - Better				
ile	- Aggressive	0	-1	0	1	2	-2	-1	0	1	2
	- Industrious	0	-1	0	1	2	-2	-1	0	1	2
aining	- Cheerful	-2	-1	0	1	2	-2	-1	0	1	2
ed	- Energetic	-2	-1	0	1	2	-2	-1	0	1	2
interested	- Interested	-2	-1	0	1	2	-2	-1	0	1	2
tracted	- Calm	-2	-1	0	1	2	-2	-1	0	1	2
ccessible	- Communicative	-2	-1	0	1	2	-2	-1	0	1	2
ly	- Prompt	-2	-1	0	1	2	-2	-1	0	1	2
retive	- Open	-2	-1	0	1	2	-2	-1	0	1	2
ature poor	- Good	-2	-1	0	1	2	-2	-1	0	1	2
endent	- Independent	0	-1	0	1	2	-2	-1	0	1	2
bellious	- Cooperative	-2	-1	0	1	2	-2	-1	0	1	2
leepy	- Wide awake	-2	-1	0	1	2	-2	-1	0	1	2
ydreams	- Alert	-2	-1	0	1	2	-2	-1	0	1	2
stless	- Composed	-2	-1	0	1	2	-2	-1	0	1	2
gging	- Reasonable	-2	-1	0	1	2	-2	-1	0	1	2
ies easily	- Mature	-2	-1	0	1	2	-2	-1	0	1	2
ows off	- Modest	-2	-1	0	1	2	-2	-1	0	1	2
arful	- Courageous	-2	-1	0	1	2	-2	-1	0	1	2
stes time	- Efficient	-2	-1	0	1	2	-2	-1	0	1	2
terests narrow	- Broad	0	-1	0	1	2	-2	-1	0	1	2
arrelsome	- Friendly	-2	-1	0	1	2	-2	-1	0	1	2
ows temper	- Good humor	-2	-1	0	1	2	-2	-1	0	1	2
linquent	- Good	-2	-1	0	1	2	-2	-1	0	1	2
active	- Active	-2	-1	0	1	2	-2	-1	0	1	2
llower	- Leader	0	-1	0	1	2	-2	-1	0	1	2
popular	- Popular	-2	-1	0	1	2	-2	-1	0	1	2
ies easily	- Mature	-2	-1	0	1	2	-2	-1	0	1	2
uant	- Dependable	-2	-1	0	1	2	-2	-1	0	1	2
ceitful	- Truthful	-2	-1	0	1	2	-2	-1	0	1	2
arried	- Happy	-2	-1	0	1	2	-2	-1	0	1	2
arty	- Clean	-2	-1	0	1	2	-2	-1	0	1	2
lovanly	- Neat	-2	-1	0	1	2	-2	-1	0	1	2
wdy	- Tasteful	-2	-1	0	1	2	-2	-1	0	1	2
aplease	- Self-reliant	-2	-1	0	1	2	-2	-1	0	1	2
ences during last	37. Number of Rights						x -10				
onth x -1	38. Minor disciplines						x - 6				
ajor punishments	40. Delinquencies						x -30				
omplaints from parents	42. Average Grades F (-20) D (-10)						C (0) B (10) A (20) et. 10 10				
eacher or adults	44. Presidencies						x 10				
umber clubs	46. Has job (10)						mos. x 5				



	Score	Change since worse - better
lo - Aggressive	-2 -1 0 1 2	-2 -1 0 1 2
- Industrious	-2 -1 0 1 2	-2 -1 0 1 2
aining - Cheerful	-2 -1 0 1 2	-2 -1 0 1 2
d - Energetic	-2 -1 0 1 2	-2 -1 0 1 2
Interested-Interested	-2 -1 0 1 2	-2 -1 0 1 2
racted - Calm	-2 -1 0 1 2	-2 -1 0 1 2
ossible--Communicative	-2 -1 0 1 2	-2 -1 0 1 2
- Prompt	-2 -1 0 1 2	-2 -1 0 1 2
etive - Open	-2 -1 0 1 2	-2 -1 0 1 2
ature poor- Good	-2 -1 0 1 2	-2 -1 0 1 2
pendent - Independent	-2 -1 0 1 2	-2 -1 0 1 2
ellious - Cooperative	-2 -1 0 1 2	-2 -1 0 1 2
eepy - Wide awake	-2 -1 0 1 2	-2 -1 0 1 2
ydreams - Alert	-2 -1 0 1 2	-2 -1 0 1 2
atless - Composed	-2 -1 0 1 2	-2 -1 0 1 2
gging - Reasonable	-2 -1 0 1 2	-2 -1 0 1 2
ies easily- Mature	-2 -1 0 1 2	-2 -1 0 1 2
ows off - Modest	-2 -1 0 1 2	-2 -1 0 1 2
arful - Courageous	-2 -1 0 1 2	-2 -1 0 1 2
ates time - Efficient	-2 -1 0 1 2	-2 -1 0 1 2
terests narrow - Broad	-2 -1 0 1 2	-2 -1 0 1 2
arrelsome - Friendly	-2 -1 0 1 2	-2 -1 0 1 2
ows temper- Good humor	-2 -1 0 1 2	-2 -1 0 1 2
linquent - Good	-2 -1 0 1 2	-2 -1 0 1 2
active - Active	-2 -1 0 1 2	-2 -1 0 1 2
ollower - Leader	-2 -1 0 1 2	-2 -1 0 1 2
popular - Popular	-2 -1 0 1 2	-2 -1 0 1 2
ies easily-Mature	-2 -1 0 1 2	-2 -1 0 1 2
uant - Dependable	-2 -1 0 1 2	-2 -1 0 1 2
ceitful - Truthful	-2 -1 0 1 2	-2 -1 0 1 2
urried - Happy	-2 -1 0 1 2	-2 -1 0 1 2
arty - Clean	-2 -1 0 1 2	-2 -1 0 1 2
lovanly - Neat	-2 -1 0 1 2	-2 -1 0 1 2
wdy - Tasteeful	-2 -1 0 1 2	-2 -1 0 1 2
ipless - Self-reliant	-2 -1 0 1 2	-2 -1 0 1 2
esences during last		37. Number of rights _____ x -10
onth _____ x -1		38. Minor disciplines _____ x -5
ajor punishments _____ x -10		40. Delinquencies _____ x -30
omplaints from parents		42. Average Grades F (-20) D (-10)
eacher or adults _____ x -5		C (0) S (10) A (20) et. is 10
ember clubs _____ x 3		44. Presidencies _____ x 10
en _____ x 7		46. Has job (10) _____ mos. x 5
		x -10



"A" Davenport (Teacher) Sept. 27, 1937.

KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC  
replies to Dr. Geo. A. Kelly, (Hays, Kansas)

Form 10-5  
Progress

Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Rec \_\_\_\_\_

anxious to follow the progress of this person in a definite way  
ar to determine the extent to which our work has been effective.  
s of your interest and contacts we are asking you to report on  
venient form below. Where two opposite traits are listed and this  
in your estimation rates about average or half way between the  
you should encircle the middle figure, otherwise encircle the  
somewhat to the right or left depending upon the amount of the  
or left trait.

		Score					Change since				
							Worse - Better				
ile	- Aggressive	-2	-1	0	1	2	-2	-1	0	1	2
y	- Industrious	-2	-1	0	1	2	-2	-1	0	1	2
plaining	- Cheerful	-2	-1	0	1	2	-2	-1	0	1	2
ed	- Energetic	-2	-1	0	1	2	-2	-1	0	1	2
interested-Interested		-2	-1	0	1	2	-2	-1	0	1	2
tracted	- Calm	-2	-1	0	1	2	-2	-1	0	1	2
ccessible--Communicative		-2	-1	0	1	2	-2	-1	0	1	2
dy	- Prompt	-2	-1	0	1	2	-2	-1	0	1	2
relative	- Open	-2	-1	0	1	2	-2	-1	0	1	2
stura poor-	Good	-2	-1	0	1	2	-2	-1	0	1	2
pendent	- Independent	-2	-1	0	1	2	-2	-1	0	1	2
bellious	- Cooperative	-2	-1	0	1	2	-2	-1	0	1	2
epy	- Wide awake	-2	-1	0	1	2	-2	-1	0	1	2
ydreams	- Alert	-2	-1	0	1	2	-2	-1	0	1	2
etlass	- Composed	-2	-1	0	1	2	-2	-1	0	1	2
gging	- Reasonable	-2	-1	0	1	2	-2	-1	0	1	2
ies easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2
ows off	- Modest	-2	-1	0	1	2	-2	-1	0	1	2
arful	- Courageous	-2	-1	0	1	2	-2	-1	0	1	2
ates time	- Efficient	-2	-1	0	1	2	-2	-1	0	1	2
arests narrow	- Broad	-2	-1	0	1	2	-2	-1	0	1	2
arrelsome	- Friendly	-2	-1	0	1	2	-2	-1	0	1	2
ows temper-	Good humor	-2	-1	0	1	2	-2	-1	0	1	2
linquent	- Good	-2	-1	0	1	2	-2	-1	0	1	2
active	- Active	-2	-1	0	1	2	-2	-1	0	1	2
ollower	- Leader	-2	-1	0	1	2	-2	-1	0	1	2
popular	- Popular	-2	-1	0	1	2	-2	-1	0	1	2
ies easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2
uant	- Dependable	-2	-1	0	1	2	-2	-1	0	1	2
ceitful	- Truthful	-2	-1	0	1	2	-2	-1	0	1	2
urried	- Happy	-2	-1	0	1	2	-2	-1	0	1	2
irty	- Clean	-2	-1	0	1	2	-2	-1	0	1	2
lovanly	- Neat	-2	-1	0	1	2	-2	-1	0	1	2
owdy	- Tasteful	-2	-1	0	1	2	-2	-1	0	1	2
ipless	- Self-reliant	-2	-1	0	1	2	-2	-1	0	1	2

ences during last \_\_\_\_\_ x -10  
 onth \_\_\_\_\_ x -1  
 37. Number of rights \_\_\_\_\_ x -10  
 38. Minor disciplines \_\_\_\_\_ x -5  
 40. Delinquencies \_\_\_\_\_ x -50  
 42. Average Grades F (-20) D (-10)  
 C (0) B (10) A (20) St. 10 10  
 44. Presidencies \_\_\_\_\_ x 10  
 45. Has job (10) \_\_\_\_\_ mos. x 5  
 \_\_\_\_\_ x -10



## Score Sheet

"A" Feb. 19, 1938

	Yes	No	Improvement
Is he untruthful?	x	Ⓟ	x
Is he impertinent?	x	Ⓟ	x
Does he bully others?	x	Ⓟ	x
Does he destroy materials?	x	Ⓟ	x
Is he disobedient?	x	Ⓟ	x
Is he unreliable?	x	Ⓟ	x
Does he have temper tantrums?	x	Ⓟ	x
Often?	x	Ⓟ	x
Does he swear?	x	Ⓟ	x
Is he rude?	x	Ⓟ	x
Often?	x	Ⓟ	x
Is he lazy?	x	Ⓟ	x
Is he nervous?	ⓧ	x	x
Is he disorderly?	Ⓟ	x	x
Is he unhappy?	Ⓟ	x	x
Is he easily discouraged?	ⓧ	x	x
Is he selfish?	x	Ⓟ	x
Is he careless?	ⓧ	x	x
Is he inattentive?	x	Ⓟ	x
Is he quarrelsome?	x	Ⓟ	x
Is he resentful?	x	Ⓟ	x
Is he stubborn?	x	Ⓟ	x
Does he domineer others?	x	Ⓟ	x
Is he fearful?	ⓧ	x	x
Is he unsocial?	ⓧ	x	x
Does he act silly?	ⓧ	x	x
Does he have a speech difficulty?	ⓧ	x	x
Is he excitable?	ⓧ	x	x
Does he jump from one thing to another?	ⓧ	x	x
Is he shy?	ⓧ	x	x
Is he restless?	ⓧ	x	x
Does he interrupt?	x	x	x
Does he day-dream?	x	ⓧ	x
Does he tell imaginative-lies?	ⓧ	x	x

She talks incessantly. Her  
 thoughts run from one idea to  
 another somewhat incoherently.  
 He wants affection and attention  
 and will ask a question or  
 tell a story to attract attention.  
 (incoherently)



## A" Composite Sheet.

March 23, 1938.

KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC  
as replies to Dr. Geo. W. Kelly, (Ways, Kansas)Form 10-3  
Progress

Concerning

Sent

Rec

Cl

anxious to follow the progress of this person in a definite way  
ar to determine the extent to which our work has been effective.  
e of your interest and contacts we are asking you to report on  
venient form below. Where two opposite traits are listed and this  
in your estimation rates about average or half way between the  
you should encircle the middle figure, otherwise encircle the  
somewhat to the right or left depending upon the amount of the  
or left trait.

		Score			Change since		
					Form - Matter		
ile	- Aggressive	-2	0	2	-2	-1	0
y	- Industrious	-2	0	2	-2	-1	0
plaining	- Cheerful	-2	0	2	-2	-1	0
ed	- Energetic	-2	0	2	-2	-1	0
interested	- Interested	-2	0	2	-2	-1	0
tracted	- Calm	-2	0	2	-2	-1	0
ceasable	- Communicative	-2	0	2	-2	-1	0
dy	- Prompt	-2	0	2	-2	-1	0
retive	- Open	-2	0	2	-2	-1	0
stura poor	- Good	-2	0	2	-2	-1	0
pendent	- Independent	-2	0	2	-2	-1	0
cellious	- Cooperative	-2	0	2	-2	-1	0
epy	- Wide awake	-2	0	2	-2	-1	0
ydreams	- Alert	-2	0	2	-2	-1	0
stlass	- Composed	-2	0	2	-2	-1	0
gging	- Reasonable	-2	0	2	-2	-1	0
ies easily	- Mature	-2	0	2	-2	-1	0
ows off	- Modest	-2	0	2	-2	-1	0
arful	- Courageous	-2	0	2	-2	-1	0
ates time	- Efficient	-2	0	2	-2	-1	0
terests narrow	- Broad	-2	0	2	-2	-1	0
urrisome	- Friendly	-2	0	2	-2	-1	0
ows temper	- Good humor	-2	0	2	-2	-1	0
linquent	- Good	-2	0	2	-2	-1	0
active	- Active	-2	0	2	-2	-1	0
llower	- Leader	-2	0	2	-2	-1	0
popular	- Popular	-2	0	2	-2	-1	0
ies easily	- Mature	-2	0	2	-2	-1	0
uant	- Dependable	-2	0	2	-2	-1	0
ceitful	- Truthful	-2	0	2	-2	-1	0
ried	- Happy	-2	0	2	-2	-1	0
rtly	- Clean	-2	0	2	-2	-1	0
oefully	- Neat	-2	0	2	-2	-1	0
dy	- Tasteful	-2	0	2	-2	-1	0
lplase	- Self-reliant	-2	0	2	-2	-1	0
ences during last	37. Number of fights	x -10					
nth	38. Minor disciplines	x - 5					
for punishments	40. Delinquencies	x -30					
plaints from parents	42. Average Grades F (-20) D (-10)						
number of adults	0 (0) 3 (10) 4 (20) et. in 10						
number clubs	44. Presidencies	x 10					
her offices	45. Has job (10)	pos. x 5					
aid	46. mit	x - 10					

	Score	Change since worse - better
le - Aggressive	-2 -1 0 1 2	-2 -1 0 1 2
- Industrious	-2 -1 0 1 2	-2 -1 0 1 2
aining - Cheerful	-2 -1 0 1 2	-2 -1 0 1 2
d - Energetic	-2 -1 0 1 2	-2 -1 0 1 2
Interested-Interested	-2 -1 0 1 2	-2 -1 0 1 2
racted - Calm	-2 -1 0 1 2	-2 -1 0 1 2
ccessible--Communicative	-2 -1 0 1 2	-2 -1 0 1 2
y - Prompt	-2 -1 0 1 2	-2 -1 0 1 2
ative - Open	-2 -1 0 1 2	-2 -1 0 1 2
tura poor- Good	-2 -1 0 1 2	-2 -1 0 1 2
pendent - Independent	-2 -1 0 1 2	-2 -1 0 1 2
ellious - Cooperative	-2 -1 0 1 2	-2 -1 0 1 2
eepy - Wide awake	-2 -1 0 1 2	-2 -1 0 1 2
ydreams - Alert	-2 -1 0 1 2	-2 -1 0 1 2
stless - Composed	-2 -1 0 1 2	-2 -1 0 1 2
gging - Reasonable	-2 -1 0 1 2	-2 -1 0 1 2
ies easily- Mature	-2 -1 0 1 2	-2 -1 0 1 2
ows off - Modest	-2 -1 0 1 2	-2 -1 0 1 2
aiful - Courageous	-2 -1 0 1 2	-2 -1 0 1 2
stes time - Efficient	-2 -1 0 1 2	-2 -1 0 1 2
erests narrow - Broad	-2 -1 0 1 2	-2 -1 0 1 2
arrelaome - Friendly	-2 -1 0 1 2	-2 -1 0 1 2
ows tamper- Good humor	-2 -1 0 1 2	-2 -1 0 1 2
linquant - Good	-2 -1 0 1 2	-2 -1 0 1 2
active - Active	-2 -1 0 1 2	-2 -1 0 1 2
llower - Leader	-2 -1 0 1 2	-2 -1 0 1 2
popular - Popular	-2 -1 0 1 2	-2 -1 0 1 2
ies easily-mature	-2 -1 0 1 2	-2 -1 0 1 2
uant - Dependable	-2 -1 0 1 2	-2 -1 0 1 2
caitful - Truthful	-2 -1 0 1 2	-2 -1 0 1 2
rried - Happy	-2 -1 0 1 2	-2 -1 0 1 2
rty - Clean	-2 -1 0 1 2	-2 -1 0 1 2
ovenly - Neat	-2 -1 0 1 2	-2 -1 0 1 2
dy - Tasteeful	-2 -1 0 1 2	-2 -1 0 1 2
iplease - Self-reliant	-2 -1 0 1 2	-2 -1 0 1 2
wences during last	37. Number of fights	x -10
nth x -1	38. Minor disciplines	x - 5
or punishments x - 10	40. Delinquencies	x -30
mplaints from parents	42. Average Grades F (-20) D (-10)	
cher or adults x = 5	S (0) B (10) A (20) Wt. 15 10	
mber clubs x 3	44. Presidencies	x 10
ner offices x 7	46. Has job (10)	pos. x 5
	48. Unit	x - 10

	Score	Change since worse - better
le	-2 -1 0 1 2	-2 -1 0 1 2
- Aggressive	-2 -1 0 1 2	-2 -1 0 1 2
- Industrious	-2 -1 0 1 2	-2 -1 0 1 2
aining - Cheerful	-2 -1 0 1 2	-2 -1 0 1 2
- Energetic	-2 -1 0 1 2	-2 -1 0 1 2
nterested-Interested	-2 -1 0 1 2	-2 -1 0 1 2
racted - Calm	-2 -1 0 1 2	-2 -1 0 1 2
ossible--Communicative	-2 -1 0 1 2	-2 -1 0 1 2
- Prompt	-2 -1 0 1 2	-2 -1 0 1 2
stive - Open	-2 -1 0 1 2	-2 -1 0 1 2
tura poor- Good	-2 -1 0 1 2	-2 -1 0 1 2
ndent - Independent	-2 -1 0 1 2	-2 -1 0 1 2
ellious - Cooperative	-2 -1 0 1 2	-2 -1 0 1 2
epy - Wide awake	-2 -1 0 1 2	-2 -1 0 1 2
dreams - Alert	-2 -1 0 1 2	-2 -1 0 1 2
less - Composed	-2 -1 0 1 2	-2 -1 0 1 2
ging - Reasonable	-2 -1 0 1 2	-2 -1 0 1 2
es easily- Mature	-2 -1 0 1 2	-2 -1 0 1 2
ws off - Modest	-2 -1 0 1 2	-2 -1 0 1 2
iful - Courageous	-2 -1 0 1 2	-2 -1 0 1 2
tes time - Efficient	-2 -1 0 1 2	-2 -1 0 1 2
arests narrow - Broad	-2 -1 0 1 2	-2 -1 0 1 2
arrelsome - Friendly	-2 -1 0 1 2	-2 -1 0 1 2
ws temper- Good humor	-2 -1 0 1 2	-2 -1 0 1 2
inquent - Good	-2 -1 0 1 2	-2 -1 0 1 2
active - Active	-2 -1 0 1 2	-2 -1 0 1 2
ollower - Leader	-2 -1 0 1 2	-2 -1 0 1 2
popular - Popular	-2 -1 0 1 2	-2 -1 0 1 2
les easily-mature	-2 -1 0 1 2	-2 -1 0 1 2
iant - Dependable	-2 -1 0 1 2	-2 -1 0 1 2
seitful - Truthful	-2 -1 0 1 2	-2 -1 0 1 2
ried - Happy	-2 -1 0 1 2	-2 -1 0 1 2
ty - Clean	-2 -1 0 1 2	-2 -1 0 1 2
oanly - Neat	-2 -1 0 1 2	-2 -1 0 1 2
y - Tasteful	-2 -1 0 1 2	-2 -1 0 1 2
ipless - Self-reliant	-2 -1 0 1 2	-2 -1 0 1 2
ences during last		
nth x -1		
or punishments x - 10		
plaints from parents		
oller or advice x - 8		
mber clubs x 3		
ner offices x 7		
37. Number of fights	x -10	
38. Minor disciplines	x - 5	
40. Delinquencies	x -30	
42. Average Grades F (-20) D (-10)		
C (0) A (10) A (20) St. is 10		
44. Presidencies	x 10	
46. Has job (10)	mos. x 5	
	x - 10	



		Score			Change since Worse - Better		
aggressive	-	0	1	2	-2	-1	0 1 2
industrious	-	0	1	2	-2	-1	0 1 2
cheerful	-	0	1	2	-2	-1	0 1 2
energetic	-	0	1	2	-2	-1	0 1 2
interested	-	0	1	2	-2	-1	0 1 2
calm	-	0	1	2	-2	-1	0 1 2
communicative	-	0	1	2	-2	-1	0 1 2
prompt	-	0	1	2	-2	-1	0 1 2
open	-	0	1	2	-2	-1	0 1 2
good	-	0	1	2	-2	-1	0 1 2
independent	-	0	1	2	-2	-1	0 1 2
cooperative	-	0	1	2	-2	-1	0 1 2
wide awake	-	0	1	2	-2	-1	0 1 2
alert	-	0	1	2	-2	-1	0 1 2
composed	-	0	1	2	-2	-1	0 1 2
reasonable	-	0	1	2	-2	-1	0 1 2
mature	-	0	1	2	-2	-1	0 1 2
modest	-	0	1	2	-2	-1	0 1 2
courageous	-	0	1	2	-2	-1	0 1 2
efficient	-	0	1	2	-2	-1	0 1 2
breadth narrow - broad	-	0	1	2	-2	-1	0 1 2
friendly	-	0	1	2	-2	-1	0 1 2
good humor	-	0	1	2	-2	-1	0 1 2
good	-	0	1	2	-2	-1	0 1 2
active	-	0	1	2	-2	-1	0 1 2
leader	-	0	1	2	-2	-1	0 1 2
popular	-	0	1	2	-2	-1	0 1 2
mature	-	0	1	2	-2	-1	0 1 2
dependable	-	0	1	2	-2	-1	0 1 2
truthful	-	0	1	2	-2	-1	0 1 2
happy	-	0	1	2	-2	-1	0 1 2
clean	-	0	1	2	-2	-1	0 1 2
neat	-	0	1	2	-2	-1	0 1 2
tasteful	-	0	1	2	-2	-1	0 1 2
self-reliant	-	0	1	2	-2	-1	0 1 2
37. Number of rights					x - 10		
38. Minor disciplines					x - 5		
40. Delinquencies					x - 30		
42. Average Grades F (-20) D (-10)					C (0) S (10) A (20) etc. is 10		
44. Presidencies					x 10		
45. Has job (10)					nos. x 5		

A" Linebaugh (Teacher) March, 23, 1938.

RE KANSAS STATE COLLEGE PSYCHOLOGICAL SERVICE  
replies to Dr. Geo. W. Kelly, Hays, Kansas)

10.5  
Progress

Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Ret \_\_\_\_\_

anxious to follow the progress of this person in a definite way  
to determine the extent to which our work has been effective.  
of your interest and contacts we are asking you to report on  
venient form below. Where two opposite traits are listed and this  
your estimation rates about average or half way between the  
you should encircle the middle figure, otherwise encircle the  
somewhat to the right or left depending upon the amount of the  
left trait.

		Score				Change since			
						Worse - Better			
le	- Aggressive	-2	1	0	1	2	-2	-1	0
	- Industrious	-2	1	0	1	2	-2	-1	0
aining	- Cheerful	-2	1	0	1	2	-2	-1	0
l	- Energetic	-2	1	0	1	2	-2	-1	0
interested	- Interested	-2	1	0	1	2	-2	-1	0
racted	- Calm	-2	1	0	1	2	-2	-1	0
ossible	- Communicative	-2	1	0	1	2	-2	-1	0
y	- Prompt	-2	1	0	1	2	-2	-1	0
ative	- Open	-2	1	0	1	2	-2	-1	0
ture poor	- Good	-2	1	0	1	2	-2	-1	0
endent	- Independent	-2	1	0	1	2	-2	-1	0
ilicious	- Cooperative	-2	1	0	1	2	-2	-1	0
epy	- Wide awake	-2	1	0	1	2	-2	-1	0
reams	- Alert	-2	1	0	1	2	-2	-1	0
less	- Composed	-2	1	0	1	2	-2	-1	0
ging	- Reasonable	-2	1	0	1	2	-2	-1	0
es easily	- Mature	-2	1	0	1	2	-2	-1	0
ws off	- Modest	-2	1	0	1	2	-2	-1	0
rful	- Courageous	-2	1	0	1	2	-2	-1	0
tes time	- Efficient	-2	1	0	1	2	-2	-1	0
erests narrow	- Broad	-2	1	0	1	2	-2	-1	0
rraisome	- Friendly	-2	1	0	1	2	-2	-1	0
ws temper	- Good humor	-2	1	0	1	2	-2	-1	0
inquant	- Good	-2	1	0	1	2	-2	-1	0
ctive	- Active	-2	1	0	1	2	-2	-1	0
lower	- Leader	-2	1	0	1	2	-2	-1	0
opular	- Popular	-2	1	0	1	2	-2	-1	0
es easily	- Mature	-2	1	0	1	2	-2	-1	0
ant	- Dependable	-2	1	0	1	2	-2	-1	0
aitful	- Truthful	-2	1	0	1	2	-2	-1	0
ried	- Happy	-2	1	0	1	2	-2	-1	0
ty	- Clean	-2	1	0	1	2	-2	-1	0
venly	- Neat	-2	1	0	1	2	-2	-1	0
dy	- Fastidious	-2	1	0	1	2	-2	-1	0
pleas	- Self-reliant	-2	1	0	1	2	-2	-1	0

ences during last \_\_\_\_\_ x -10  
th \_\_\_\_\_ x -1  
or punishments \_\_\_\_\_ x - 10  
plaints from parents \_\_\_\_\_ x - 5  
cher or minor \_\_\_\_\_ x - 5  
ber clubs \_\_\_\_\_ x 3  
er offices \_\_\_\_\_ x 7  
37. Number of Rights \_\_\_\_\_ x -10  
38. Minor disciplines \_\_\_\_\_ x - 5  
40. Delinquencies \_\_\_\_\_ x -30  
42. Average Grades F (-20) D (-10)  
C (0) B (10) A (20) et. is 10  
44. Presidencies \_\_\_\_\_ x 10  
45. Has Job (10) \_\_\_\_\_ mos. x 5  
x - 10



"A" Davenport (Teacher) March 23, 1938.

THE KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC  
replies to Dr. Geo. A. Kelly, Hays, Kansas)

Form 10-5  
Progress

Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Not \_\_\_\_\_ Cl \_\_\_\_\_

anxious to follow the progress of this person in a definite way  
to determine the extent to which our work has been effective.  
of your interest and contacts we are asking you to report on  
venient form below. Where two opposite traits are listed and this  
in your estimation rates about average or half way between the  
you should encircle the middle figure, otherwise encircle the  
somewhat to the right or left depending upon the amount of the  
left trait.

		Score			Change since				
					Worse - Better				
le	- Aggressive	-2	1	3	-2	-1	0	1	2
	- Industrious	-2	1	3	-2	-1	0	1	2
aining	- Cheerful	-2	1	3	-2	-1	0	1	2
i	- Energetic	-2	1	3	-2	-1	0	1	2
interested	- Interested	-2	1	3	-2	-1	0	1	2
racted	- Calm	-2	1	3	-2	-1	0	1	2
ossible	- Communicative	-2	1	3	-2	-1	0	1	2
y	- Prompt	-2	1	3	-2	-1	0	1	2
ative	- Open	-2	1	3	-2	-1	0	1	2
ure poor	- Good	-2	1	3	-2	-1	0	1	2
endent	- Independent	-2	1	3	-2	-1	0	1	2
ellious	- Cooperative	-2	1	3	-2	-1	0	1	2
py	- Wide awake	-2	1	3	-2	-1	0	1	2
dreams	- Alert	-2	1	3	-2	-1	0	1	2
tless	- Composed	-2	1	3	-2	-1	0	1	2
ging	- Reasonable	-2	1	3	-2	-1	0	1	2
es easily	- Mature	-2	1	3	-2	-1	0	1	2
es off	- Modest	-2	1	3	-2	-1	0	1	2
rful	- Courageous	-2	1	3	-2	-1	0	1	2
tes time	- Efficient	-2	1	3	-2	-1	0	1	2
arests narrow	- Broad	-2	1	3	-2	-1	0	1	2
rrbersome	- Friendly	-2	1	3	-2	-1	0	1	2
es temper	- Good humor	-2	1	3	-2	-1	0	1	2
inguent	- Good	-2	1	3	-2	-1	0	1	2
ctive	- Active	-2	1	3	-2	-1	0	1	2
lower	- Leader	-2	1	3	-2	-1	0	1	2
opular	- Popular	-2	1	3	-2	-1	0	1	2
es easily	- Mature	-2	1	3	-2	-1	0	1	2
ant	- Dependable	-2	1	3	-2	-1	0	1	2
itful	- Truthful	-2	1	3	-2	-1	0	1	2
ried	- Happy	-2	1	3	-2	-1	0	1	2
ty	- Clean	-2	1	3	-2	-1	0	1	2
vanly	- Neat	-2	1	3	-2	-1	0	1	2
dy	- Tasteful	-2	1	3	-2	-1	0	1	2
pleas	- Self-reliant	-2	1	3	-2	-1	0	1	2
ences during last	37. Number of fights				x - 10				
ith	38. Minor disciplines				x - 5				
or punishments	40. Delinquencies				x - 30				
plaints from parents	42. Average Grades F (-20) D (-10)				C (0) B (10) A (20) st. is 10				
ener of school	44. Presidencies				x 10				

APPENDIX B

Case B

Gave Case B a Pintner-Paterson test January 4, 1938.  
Motor incoordination makes it very hard for her to work  
rapidly. She apparently gains no insight into the prob-  
lems. Her entire effort seems to be trial and error.

January 31, 1938 2:30

Case B

Brought Case B in and fixed the materials for her. She began to play with the paint in silence. Seemed interested in the paint but seemed to be only pushing it about rather than trying to make a pattern. She seems to enjoy making large circular swings. Made a noise with the paint and looked up as though she expected to be reprimanded. Said she liked playing with the paint. She is making snakes. Rubbed the paper with a good deal of force as though she enjoyed being rough with it. Made a tree.

February 1, 1938 3:45

Case B

Began to paint at once as though very much interested. She was silent as usual. She uses large rhythmic motions. Seems to enjoy the feel of the paint. Seems to be somewhat interested in the designs also.

February 2, 1938 2:30

Case B

Began painting in silence. Used the palm of her hand. Seemed to enjoy the feel rather than the designs. Smelled of the paint. Seemed to be trying to push all the paint off the paper. Called it "white."

February 3, 1938      2:10

Case B

Asked what she intended to paint today and she said snakes. She began playing with the paint in silence. I asked her what the picture looked like and she said "Snakes."

Made some very rhythmic and pleasing designs but insisted they were snakes. She seems really interested in the designs today rather than the feel of the paint although she still seemed to enjoy the feel. She put her elbows in the paint just for the feel. She seems to enjoy getting smeared with the paint. Finally got her whole arm in the paint. She paints with one hand at a time rather than with both as at first. Named the picture "Mountains."

February 4, 1938      2:05

Case B

Began playing in the paint in silence as usual. Painted a "House." Pushes the paint about in a rhythmic manner. Makes some very interesting designs but immediately wipes them out. She says nothing unless I ask her a question. She seems definitely interested in the pattern effects rather than the feel of the paint today. Made a "hill" than a "snake." Made a "car."



February 7, 1938 2:30

Case B

Began moving the paint in long rhythmic strokes. Soon began drawing with one finger. Made a "train." Made a "girl," called her Lucile and said she lived on a farm. Said she played with Lucile. They swing. Began making the same rhythmic design. Called it "snakes." Made a "chicken house." Made "mountains" to leave.

February 9, 1938 2:35

Case B

Began painting in silence in large rhythmic movements. After while she began drawing in lines with one finger. She always makes her best designs during the first part of the period but I have her continue because I want her to have a long enough period to hold her interest and to familiarize her with the medium.

February 15, 1938 2:46

Case B

Painted in silence. Made a "kitten." Did not talk. Seemed to enjoy the painting but did not say anything.

February 16, 1938 2:30

Case B

Painted in silence. Answered questions but did not

offer to talk. Seemed to be trying to rub the paint off the paper. Asked what she was making. She said "mountains." She tried leaving her hand prints on the newspaper at the edge of her paper. Called the picture "Mountains."

February 23, 1933 2:30

Case B

Began painting in silence. She rubs the paper and paint vigorously and seems to get a good deal of enjoyment from being rough with the paper. She seems to get a lot of satisfaction from smearing the paint all off the edges onto the newspaper and table. She likes to cover her hands with the paint and to squeeze it between her hands. She never speaks a word unless some one speaks to her and seems to forget that anyone is with her. She began painting with vigorous strokes but soon had her paint rubbed down very thin. She was making a rhythmic movement over the paper so I asked what it was. She said "Water." She works with one hand and then the other. She made a last one called "Mountains."

March 1, 1933 2:00

Case B

Began playing with paint as usual in silence. Put

both hands in the paint as though she enjoyed the feeling. Began tracing out circles, figure eights, etc. with one finger. Rubbed the paper vigorously. Shoved paint off the edges and looked at me as though she expected to be reprimanded. Then rubbed with renewed vigor when she saw she was not to be.

Seemed to be trying to rub all the paint off the paper onto the newspaper at the sides. Made palm prints on newspaper with the paint on her hands. Seems to enjoy smearing paint on newspaper and table. Called her picture "Mountains" when asked what it was.

March 14, 1938      2:00

Case B

Showed Case B the picture I had drawn for Case A. I then asked her to draw anything she cared to. She set to work and worked very hard at a picture for about twenty minutes. She drew several figures and colored them. During this time she seemed engrossed in her work. She said nothing and only looked up once or twice. The figures were scattered about on the paper and seemed to have no relation to one another. I praised her picture and she said she liked it also.

March 22, 1938 2:00

Case B

Played with the paint in silence. I asked what she was making and she said "Mountains." After while she made a house with a tree and a road. She seems to enjoy squeezing the paint and playing around rather than in making a picture. She is silent unless I ask her questions. She roughed the edge of the paper until she tore it. Seems to enjoy rubbing it very hard or tearing the edges. She very seldom attempts to draw anything. She just makes rhythmic movements over the paper. She folded the edges of the paper back and rubbed the under side. Tore the edge and then smoothed it down. She no longer watches me to see whether I approve but seems to be venting a good deal of feeling upon the paper. Makes large rhythmic movements which make attractive designs but smears them over right away. Tore a piece from the side but smoothed it down. Glanced at me to see how I was taking it. Spent some time trying to mend the torn piece. Called the picture "Mountains."

March 23, 1938 2:30

Case B

Gave her paper and paint and she began painting in

silence. She smeared the paint all over the paper and then began rubbing it off the edges on the newspaper underneath, splattered it onto the table, then began tearing the edges. Since she knows I will not say anything about her work she pays no attention to me. After she had most of the paint pushed off the paper she began drawing with one finger. Made a house. Called her final picture "Mountains."

March 30, 1938      2:00

#### Case B

Gave her paper and crayons and asked her to draw and color a picture. She drew a house and colored it black. Worked in silence and seemed intently interested in her picture. Turned the picture over and drew a house with a purple crayon. Colored the house yellow. Made a picture of Jack and Jill and the well. Colored it blue. Made a picture of two girls. Made ABC in print at the top of the picture. Colored the girls orange, asked "How is that?" Made the numbers from one to ten. She reverses the three and seven. Printed her name. Asked several times "How is that?" as though she wanted approval.

## INITIAL PINTNER-PATERSON

January 4, 1938

Case B            C.A. 10-6            M.A. 4            I.Q. 38

## Forms

## Results

1. Mare	T	3-8
2. Seguin	E	3
3. Five Figure	T	Did not complete
4. Two Figure		Did not complete
5. Casuist		Did not complete
6. Triangle		Did not complete
7. Diagonal		Did not complete
8. Healy A	T	8-6
9. Manikin	E	8-0
10. Profile	S	8-6
11. Ship		Did not complete
12. Picture	S	5-0
13. Adaptation	S	5-2
14. Cube	S	4-0



INITIAL TIERMAN MERRILL

Form L

January 5, 1938

Case B

C.A. 10-6

M.A. 3-4

I.Q. 32

Forms

Results

III-6 year level

1. Commands	yes
2. Vocabulary	yes
3. Sticks	no
4. Pictures	no
5. Objects - use	yes
6. Comprehension	yes

IV-year level

1. Vocabulary	yes
2. Objects - memory	no
3. Picture - completion	no
4. Picture - identification	no
5. Forms - discrimination	no
6. Comprehensions	yes

# TERMINAL TERMAN MERRILL

Form M

April 7, 1938

Case B

C.A. 10-9

M.A. 5-2

I.Q. 48

Forms

Results

IV-year level

1. Vocabulary
2. Stringing beads
3. Opposites
4. Identification
5. Number concepts
6. Sentences

yes  
yes  
no  
yes  
yes  
yes

IV-6 year level

1. Discrimination
  2. Definitions
  3. Digits
  4. Omitted
  5. Materials
  6. Comprehension
- Alternative

yes  
yes  
no  
no  
yes  
yes  
yes

V-year level

1. Vocabulary
2. Number concepts
3. Similiarities
4. Patience
5. Comprehension
6. Mutilated pictures

yes  
no  
no  
no  
yes  
yes

VI-year level

1. Number concepts
2. Bead chain
3. Differences
4. Response
5. Counting
6. Opposites

no  
yes  
yes  
no  
yes  
no

VII-year level

1. Number of fingers
2. Memory
3. Absurdities
4. Digits
5. Sentences
6. Counting taps

no  
no  
no  
no  
no  
yes

## INITIAL DETROIT FIRST GRADE

Form A

September 23, 1937

Case B

C.A. 10-2

M.A. 4-9

I.Q. 36

Tests	Results
Information	0
Similarities	2
Memory	0
Absurdities	0
Comparison	1
Relationship	3
Symmetries	1
Designs	1
Counting	2
Directions	<u>0</u>
Total	10

# TERMINAL CORNELL-COXE

April 5, 1938

Case B

C.A. 10-9

M.A. 5-8

I.Q. 58

Forms	Results
1. Manikin-profile	21
2. Block	26
3. Picture-arrangement	17
4. Digit symbols	7
5. Designs	12
6. Cube-construction	<u>19</u>
Total	102





59



# Composite Sheet: September, 1937.

KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC  
 replies to Mr. Geo. A. Kelly, Hays, Kansas)

Form 10-5  
 Progress

Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Rec \_\_\_\_\_

xious to follow the progress of this person in a definite way  
 to determine the extent to which our work has been effective.  
 your interest and contacts we are asking you to report on  
 this form below. Where two opposite traits are listed and this  
 your estimation rates about average or half way between the  
 you should encircle the middle figure, otherwise encircle the  
 somewhat to the right or left depending upon the amount of the  
 left trait.

	Score					Change since				
						Worse	-	Better		
- Aggressive	-2	-1	0	1	2	-2	-1	0	1	2
- Industrious	-2	-1	0	1	2	-2	-1	0	1	2
- Cheerful	-2	-1	0	1	2	-2	-1	0	1	2
- Energetic	-2	-1	0	1	2	-2	-1	0	1	2
- Interested-Interested	-2	-1	0	1	2	-2	-1	0	1	2
- Calm	-2	-1	0	1	2	-2	-1	0	1	2
- Communicative	-2	-1	0	1	2	-2	-1	0	1	2
- Prompt	-2	-1	0	1	2	-2	-1	0	1	2
- Open	-2	-1	0	1	2	-2	-1	0	1	2
- Good	-2	-1	0	1	2	-2	-1	0	1	2
- Independent	-2	-1	0	1	2	-2	-1	0	1	2
- Cooperative	-2	-1	0	1	2	-2	-1	0	1	2
- Wide awake	-2	-1	0	1	2	-2	-1	0	1	2
- Alert	-2	-1	0	1	2	-2	-1	0	1	2
- Composed	-2	-1	0	1	2	-2	-1	0	1	2
- Reasonable	-2	-1	0	1	2	-2	-1	0	1	2
- Mature	-2	-1	0	1	2	-2	-1	0	1	2
- Modest	-2	-1	0	1	2	-2	-1	0	1	2
- Courageous	-2	-1	0	1	2	-2	-1	0	1	2
- Efficient	-2	-1	0	1	2	-2	-1	0	1	2
- Broad	-2	-1	0	1	2	-2	-1	0	1	2
- Friendly	-2	-1	0	1	2	-2	-1	0	1	2
- Good humor	-2	-1	0	1	2	-2	-1	0	1	2
- Good	-2	-1	0	1	2	-2	-1	0	1	2
- Active	-2	-1	0	1	2	-2	-1	0	1	2
- Leader	-2	-1	0	1	2	-2	-1	0	1	2
- Popular	-2	-1	0	1	2	-2	-1	0	1	2
- Mature	-2	-1	0	1	2	-2	-1	0	1	2
- Dependable	-2	-1	0	1	2	-2	-1	0	1	2
- Truthful	-2	-1	0	1	2	-2	-1	0	1	2
- Happy	-2	-1	0	1	2	-2	-1	0	1	2
- Clean	-2	-1	0	1	2	-2	-1	0	1	2
- Neat	-2	-1	0	1	2	-2	-1	0	1	2
- Fastidious	-2	-1	0	1	2	-2	-1	0	1	2
- Self-reliant	-2	-1	0	1	2	-2	-1	0	1	2
37. Number of fights									x	-10
38. Minor disciplines									x	-5
40. Delinquencies									x	-30
42. Average Grades F (-20) D (-10)										
44. Presidencies									x	10
45. Has job (10)									pos.	x 5

or publications \_\_\_\_\_ x - 10  
 complaints from parents \_\_\_\_\_  
 honor or awards \_\_\_\_\_ x - 5  
 other clubs \_\_\_\_\_ x 3

'B' Davenport (Teacher) Oct. 1, 1938

AYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC  
 is replies to Dr. Geo. A. Kelly, Hays, Kansas)

Form 10.5

Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Ret \_\_\_\_\_ Cl \_\_\_\_\_

anxious to follow the progress of this person in a definite way in  
 to determine the extent to which our work has been effective. Be-  
 of your interest and contacts we are asking you to report on the  
 lent form below. Where two opposite traits are listed and this per-  
 your estimation rates about average or half way between the traits  
 could encircle the middle figure, otherwise encircle the figure som-  
 the right or left depending upon the amount of the right or left

		Score					Change since Worras-Batter				
ile	- Aggressive	-2	-1	0	1	2	-2	-1	0	1	2
y	- Industrious	-2	-1	0	1	2	-2	-1	0	1	2
plaining	- Cheerful	-2	-1	0	1	2	-2	-1	0	1	2
ed	- Energetic	-2	-1	0	1	2	-2	-1	0	1	2
interested	- Interested	-2	-1	0	1	2	-2	-1	0	1	2
tracted	- Calm	-2	-1	0	1	2	-2	-1	0	1	2
ccessible	- Communicative	-2	-1	0	1	2	-2	-1	0	1	2
y	- Prompt	-2	-1	0	1	2	-2	-1	0	1	2
retive	- Open	-2	-1	0	1	2	-2	-1	0	1	2
sture poor	- Good	-2	-1	0	1	2	-2	-1	0	1	2
pendent	- Independent	-2	-1	0	1	2	-2	-1	0	1	2
bellious	- Cooperative	-2	-1	0	1	2	-2	-1	0	1	2
leepy	- Wide awake	-2	-1	0	1	2	-2	-1	0	1	2
dreams	- Alert	-2	-1	0	1	2	-2	-1	0	1	2
stless	- Composed	-2	-1	0	1	2	-2	-1	0	1	2
gging	- Reasonable	-2	-1	0	1	2	-2	-1	0	1	2
ies easily	- Mature	-2	-1	0	1	2	-2	-1	0	1	2
ows off	- Modest	-2	-1	0	1	2	-2	-1	0	1	2
arful	- Courageous	-2	-1	0	1	2	-2	-1	0	1	2
ates time	- Efficient	-2	-1	0	1	2	-2	-1	0	1	2
terests narrow	- Broad	-2	-1	0	1	2	-2	-1	0	1	2
arrelsome	- Friendly	-2	-1	0	1	2	-2	-1	0	1	2
ows temper	- Good humor	-2	-1	0	1	2	-2	-1	0	1	2
linquent	- Good	-2	-1	0	1	2	-2	-1	0	1	2
active	- Active	-2	-1	0	1	2	-2	-1	0	1	2
ollower	- Leader	-2	-1	0	1	2	-2	-1	0	1	2
popular	- Popular	-2	-1	0	1	2	-2	-1	0	1	2
ies easily	- Mature	-2	-1	0	1	2	-2	-1	0	1	2
uant	- Dependable	-2	-1	0	1	2	-2	-1	0	1	2
deitful	- Truthful	-2	-1	0	1	2	-2	-1	0	1	2
urried	- Happy	-2	-1	0	1	2	-2	-1	0	1	2
irty	- Clean	-2	-1	0	1	2	-2	-1	0	1	2
ovenly	- Neat	-2	-1	0	1	2	-2	-1	0	1	2
owdy	- Tasteful	-2	-1	0	1	2	-2	-1	0	1	2
elpless	- Self-reliant	-2	-1	0	1	2	-2	-1	0	1	2
esences during last											
ont. x -1											
ajor punishments x - 10											
omplaints from parents											
eacher or adults x - 5											
ember clubs x 3											
ther offices x 7											
ired x - 15											
	37. Number of fights						x	-10			
	38. Minor disciplines						x	- 5			
	40. Delinquencies						x	-30			
	42. Average Grades F (-20) D (-10)										
	C (0) B (10) A (20) wt. is 10										
	44. Presidencies						x	10			
	46. Has job (10)						mos. x 5				
	48. Quit						x - 10				

B. February 29, 1938

Score Sheet

	Yes	No	Improvement
he untruthful?	x	⊗	x
he impertinent?	⊗	x	x
is he bully others?	⊗	x	x
is he destroy materials?	⊗	x	x
he disobedient?	⊗	x	x
he unreliable?	⊗	x	x
is he have temper tantrums?	⊗	x	x
can?	⊗	x	x
is he swear?	x	⊗	x
he rude?	⊗	x	x
can?	⊗	x	x
he lazy?	x	⊗	x
he nervous?	x	⊗	x
he disorderly?	⊗	x	x
he unhappy?	x	⊗	x
he easily discouraged?	x	⊗	x
he selfish?	⊗	x	x
he careless?	⊗	x	x
he inattentive?	x	⊗	x
he quarrelsome?	⊗	x	x
he resentful?	⊗	x	x
he stubborn?	⊗	x	x
is he domineer others?	x	⊗	x
he fearful?	⊗	x	x
he unsocial?	⊗	x	x
is he act silly?	⊗	x	x
is he have a speech difficulty?	⊗	x	x
he excitable?	⊗	x	x
is he jump from one thing to another?	⊗	x	x
he shy?	x	⊗	x
he restless?	⊗	x	x
is he interrupt?	⊗	x	x
is he day-dream?	x	⊗	x
is he tell imaginative-lies?	⊗	x	x

he talks very little but at times  
 very loudly. She laughs a good  
 deal and repeats phrases over  
 and over. At other times she  
 will sit doing nothing for  
 a period of time.



3' Davenport (Teacher) March 23, 1938. 10.5 73

Address replies to Mr. Geo. A. Kelly, Rye, (Mass.) ✓

Cancellation \_\_\_\_\_ Sent \_\_\_\_\_

We are anxious to follow the progress of this person in a definite way in order to determine the extent to which our work has been effective. Because of your interest and concern we are asking you to report on the convenient form below. There two opposite traits are listed and this person in your estimation rates about average or half way between the traits you should indicate the middle figure, otherwise indicate a figure somewhat to the right or left depending upon the extent of the right or left trait.

Trait	Score	Change since
		Europe - Better
1. Shells - Unresponsive	-2 -1 0 1 2	-2 -1 0 1 2
2. Lazy - Unresponsive	-2 -1 0 1 2	-2 -1 0 1 2
3. Complaining - Unhappy	-2 -1 0 1 2	-2 -1 0 1 2
4. Tired - Unhappy	-2 -1 0 1 2	-2 -1 0 1 2
5. Uninterested - Stagnant	-2 -1 0 1 2	-2 -1 0 1 2
6. Misdirected - Selfish	-2 -1 0 1 2	-2 -1 0 1 2
7. Unreasonable - Confrontative	-2 -1 0 1 2	-2 -1 0 1 2
8. Tardy - Prompt	-2 -1 0 1 2	-2 -1 0 1 2
9. Inactive - Busy	-2 -1 0 1 2	-2 -1 0 1 2
10. Feature poor - Good	-2 -1 0 1 2	-2 -1 0 1 2
11. Independent - Interdependent	-2 -1 0 1 2	-2 -1 0 1 2
12. Rebellious - Obedient	-2 -1 0 1 2	-2 -1 0 1 2
13. Lazy - Diligent	-2 -1 0 1 2	-2 -1 0 1 2
14. Depressed - Cheerful	-2 -1 0 1 2	-2 -1 0 1 2
15. Nervous - Calm	-2 -1 0 1 2	-2 -1 0 1 2
16. Hesitant - Decisive	-2 -1 0 1 2	-2 -1 0 1 2
17. Crises easily - Not so	-2 -1 0 1 2	-2 -1 0 1 2
18. Shows off - Modest	-2 -1 0 1 2	-2 -1 0 1 2
19. Fearful - Courageous	-2 -1 0 1 2	-2 -1 0 1 2
20. Wastes time - Efficient	-2 -1 0 1 2	-2 -1 0 1 2
21. Disagrees easily - Agreeable	-2 -1 0 1 2	-2 -1 0 1 2
22. Unfriendly - Friendly	-2 -1 0 1 2	-2 -1 0 1 2
23. Shows temper - Good humor	-2 -1 0 1 2	-2 -1 0 1 2
24. Lacks self - Good	-2 -1 0 1 2	-2 -1 0 1 2
25. Inactive - Active	-2 -1 0 1 2	-2 -1 0 1 2
26. Follows - Leader	-2 -1 0 1 2	-2 -1 0 1 2
27. Unpopular - Popular	-2 -1 0 1 2	-2 -1 0 1 2
28. Crises easily - Not so	-2 -1 0 1 2	-2 -1 0 1 2
29. Trusts - Suspicious	-2 -1 0 1 2	-2 -1 0 1 2
30. Unkind - Kind	-2 -1 0 1 2	-2 -1 0 1 2
31. Nervous - Calm	-2 -1 0 1 2	-2 -1 0 1 2
32. Dirty - Clean	-2 -1 0 1 2	-2 -1 0 1 2
33. Nervous - Calm	-2 -1 0 1 2	-2 -1 0 1 2
34. Unkind - Kind	-2 -1 0 1 2	-2 -1 0 1 2
35. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
36. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
37. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
38. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
39. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
40. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
41. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
42. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
43. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
44. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
45. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
46. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
47. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
48. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
49. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2
50. Unhappy - Happy	-2 -1 0 1 2	-2 -1 0 1 2

anxious to follow the progress of this person in a definite way in order to determine the extent to which our work has been effective. Because of your interest and contacts we are asking you to report on the following form below. Where two opposite traits are listed and this person's estimation rates about average or half way between the traits you should encircle the middle figure, otherwise encircle the figure somewhat to the right or left depending upon the amount of the right or left

[illegible]



Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Ret \_\_\_\_\_ Cl \_\_\_\_\_

anxious to follow the progress of this person in a definite way in  
to determine the extent to which our work has been effective. Be-  
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your estimation rates about average or half way between the traits  
ould encircle the middle figure, otherwise encircle the figure som-  
the right or left depending upon the amount of the right or left

		Score					Change since _____				
							Wor-as-Better				
ile	- Aggressive	-2	-1	0	1	2	-2	-1	0	1	2
y	- Industrious	-2	-1	0	1	2	-2	-1	0	1	2
plaining	- Cheerful	-2	-1	0	1	2	-2	-1	0	1	2
ed	- Energetic	-2	-1	0	1	2	-2	-1	0	1	2
interested-	Interested	-2	-1	0	1	2	-2	-1	0	1	2
tracted	- Calm	-2	-1	0	1	2	-2	-1	0	1	2
ccessible	- Communicative	-2	-1	0	1	2	-2	-1	0	1	2
dy	- Prompt	-2	-1	0	1	2	-2	-1	0	1	2
retive	- Open	-2	-1	0	1	2	-2	-1	0	1	2
ature poor-	Good	-2	-1	0	1	2	-2	-1	0	1	2
pendent	- Independent	-2	-1	0	1	2	-2	-1	0	1	2
bellious	- Cooperative	-2	-1	0	1	2	-2	-1	0	1	2
leepy	- Wide awake	-2	-1	0	1	2	-2	-1	0	1	2
dreams	- Alert	-2	-1	0	1	2	-2	-1	0	1	2
stless	- Composed	-2	-1	0	1	2	-2	-1	0	1	2
gging	- Reasonable	-2	-1	0	1	2	-2	-1	0	1	2
ies easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2
ows off	- Modest	-2	-1	0	1	2	-2	-1	0	1	2
arful	- Courageous	-2	-1	0	1	2	-2	-1	0	1	2
stes time	- Efficient	-2	-1	0	1	2	-2	-1	0	1	2
terests narrow	- Broad	-2	-1	0	1	2	-2	-1	0	1	2
arrelsome	- Friendly	-2	-1	0	1	2	-2	-1	0	1	2
ows temper-	Good humor	-2	-1	0	1	2	-2	-1	0	1	2
linquent	- Good	-2	-1	0	1	2	-2	-1	0	1	2
active	- Active	-2	-1	0	1	2	-2	-1	0	1	2
llower	- Leader	-2	-1	0	1	2	-2	-1	0	1	2
popular	- Popular	-2	-1	0	1	2	-2	-1	0	1	2
ies easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2
uant	- Dependable	-2	-1	0	1	2	-2	-1	0	1	2
ceitful	- Truthful	-2	-1	0	1	2	-2	-1	0	1	2
rried	- Happy	-2	-1	0	1	2	-2	-1	0	1	2
rty	- Clean	-2	-1	0	1	2	-2	-1	0	1	2
ovenly	- Neat	-2	-1	0	1	2	-2	-1	0	1	2
ady	- Tasteful	-2	-1	0	1	2	-2	-1	0	1	2
lless	- Self-reliant	-2	-1	0	1	2	-2	-1	0	1	2
ee-ness during last											
nt.	x -1										
ajor punishments	x - 10										
mplaints from parents											
acher or adults	x - 5										
aber clubs	x 3										
ther offices	x 7										
red	x - 15										
		37. Number of fights					x -10				
		38. Minor disciplines					x - 5				
		40. Delinquencies					x -30				
		42. Average Grades F (-20) D (-10)									
		C (0) B (10) A (20) wt. is 10									
		44. Presidencies					x 10				
		46. Has job (10)					mos. x 5				
		48. Quit					x - 10				

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		Score						Change since Worse-Better				
ile	- Aggressive	-2	-1	0	1	2	-2	-1	0	1	2	
y	- Industrious	-2	-1	0	1	2	-2	-1	0	1	2	
plaining	- Cheerful	-2	-1	0	1	2	-2	-1	0	1	2	
ed	- Energetic	-2	-1	0	1	2	-2	-1	0	1	2	
interested-	Interested	-2	-1	0	1	2	-2	-1	0	1	2	
racted	- Calm	-2	-1	0	1	2	-2	-1	0	1	2	
ccessible	- Communicative	-2	-1	0	1	2	-2	-1	0	1	2	
y	- Prompt	-2	-1	0	1	2	-2	-1	0	1	2	
xetive	- Open	-2	-1	0	1	2	-2	-1	0	1	2	
ature poor-	Good	-2	-1	0	1	2	-2	-1	0	1	2	
pendent	- Independent	-2	-1	0	1	2	-2	-1	0	1	2	
belligious	- Cooperative	-2	-1	0	1	2	-2	-1	0	1	2	
eepy	- Wide awake	-2	-1	0	1	2	-2	-1	0	1	2	
ydreams	- Alert	-2	-1	0	1	2	-2	-1	0	1	2	
stless	- Composed	-2	-1	0	1	2	-2	-1	0	1	2	
gging	- Reasonable	-2	-1	0	1	2	-2	-1	0	1	2	
ies easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2	
ows off	- Modest	-2	-1	0	1	2	-2	-1	0	1	2	
arful	- Courageous	-2	-1	0	1	2	-2	-1	0	1	2	
tes time -	Efficient	-2	-1	0	1	2	-2	-1	0	1	2	
erests narrow -	Broad	-2	-1	0	1	2	-2	-1	0	1	2	
arrelacme	- Friendly	-2	-1	0	1	2	-2	-1	0	1	2	
ows temper-	Good humor	-2	-1	0	1	2	-2	-1	0	1	2	
linquent	- Good	-2	-1	0	1	2	-2	-1	0	1	2	
nactive	- Active	-2	-1	0	1	2	-2	-1	0	1	2	
llower	- Leader	-2	-1	0	1	2	-2	-1	0	1	2	
popular	- Popular	-2	-1	0	1	2	-2	-1	0	1	2	
ies easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2	
uant	- Dependable	-2	-1	0	1	2	-2	-1	0	1	2	
ceitful	- Truthful	-2	-1	0	1	2	-2	-1	0	1	2	
ried	- Happy	-2	-1	0	1	2	-2	-1	0	1	2	
rty	- Clean	-2	-1	0	1	2	-2	-1	0	1	2	
ovenly	- Neat	-2	-1	0	1	2	-2	-1	0	1	2	
wdy	- Tasteful	-2	-1	0	1	2	-2	-1	0	1	2	
ipless	- Self-reliant	-2	-1	0	1	2	-2	-1	0	1	2	
asces during last		37. Number of fights_____x -10										
nts_____x -1		38. Minor disciplines_____x - 5										
ajor punishments_____x - 10		40. Delinquencies_____x -30										
mplaints from parents_____x - 8		42. Average Grades F (-20) D (-10) C (0) B (10) A \$20 wt. is 10										
acher or adults_____x - 5		44. Presidencies_____x 10										
mber clubs_____x 3		46. Has job (10)_____mos. x 5										
her offices_____x 7		48. Quit_____x - 10										
red_____x - 15												



3" Whorton (Teacher) March 23, 1938.

71

KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC  
 replies to Dr. Geo. A. Kelly, (Topeka, Kansas)

Form 10-5  
 Progress

Concerning \_\_\_\_\_ Sent \_\_\_\_\_ Ret \_\_\_\_\_

xious to follow the progress of this person in a definite way  
 to determine the extent to which our work has been effective.  
 If your interest and contacts we are asking you to report on  
 nient form below. Where two opposite traits are listed and this  
 our estimation rates about average or half way between the  
 u should encircle the middle figure, otherwise encircle the  
 nearest to the right or left depending upon the amount of the  
 left trait.

		Score						Change since				
								Worse - Better				
	- Aggressive	-2	-1	0	1	2	-2	-1	0	1	2	
	- Industrious	-2	-1	0	1	2	-2	-1	0	1	2	
ining	- Cheerful	-2	-1	0	1	2	-2	-1	0	1	2	
	- Energetic	-2	-1	0	1	2	-2	-1	0	1	2	
erasted-	Interested	-2	-1	0	1	2	-2	-1	0	1	2	
ected	- Calm	-2	-1	0	1	2	-2	-1	0	1	2	
ossible--	Communicative	-2	-1	0	1	2	-2	-1	0	1	2	
	- Prompt	-2	-1	0	1	2	-2	-1	0	1	2	
ive	- Open	-2	-1	0	1	2	-2	-1	0	1	2	
are poor-	Good	-2	-1	0	1	2	-2	-1	0	1	2	
ident	- Independent	-2	-1	0	1	2	-2	-1	0	1	2	
icious	- Cooperative	-2	-1	0	1	2	-2	-1	0	1	2	
py	- Wide awake	-2	-1	0	1	2	-2	-1	0	1	2	
reams	- Alert	-2	-1	0	1	2	-2	-1	0	1	2	
less	- Composed	-2	-1	0	1	2	-2	-1	0	1	2	
ing	- Reasonable	-2	-1	0	1	2	-2	-1	0	1	2	
s easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2	
s off	- Modest	-2	-1	0	1	2	-2	-1	0	1	2	
ful	- Courageous	-2	-1	0	1	2	-2	-1	0	1	2	
ea time	- Efficient	-2	-1	0	1	2	-2	-1	0	1	2	
rests narrow	- Broad	-2	-1	0	1	2	-2	-1	0	1	2	
relaxable	- Friendly	-2	-1	0	1	2	-2	-1	0	1	2	
s temper-	Good humor	-2	-1	0	1	2	-2	-1	0	1	2	
nquent	- Good	-2	-1	0	1	2	-2	-1	0	1	2	
tive	- Active	-2	-1	0	1	2	-2	-1	0	1	2	
ower	- Leader	-2	-1	0	1	2	-2	-1	0	1	2	
pular	- Popular	-2	-1	0	1	2	-2	-1	0	1	2	
s easily-	Mature	-2	-1	0	1	2	-2	-1	0	1	2	
nt	- Dependable	-2	-1	0	1	2	-2	-1	0	1	2	
itful	- Truthful	-2	-1	0	1	2	-2	-1	0	1	2	
ied	- Happy	-2	-1	0	1	2	-2	-1	0	1	2	
y	- Clean	-2	-1	0	1	2	-2	-1	0	1	2	
only	- Neat	-2	-1	0	1	2	-2	-1	0	1	2	
y	- Tasteful	-2	-1	0	1	2	-2	-1	0	1	2	
ness	- Self-reliant	-2	-1	0	1	2	-2	-1	0	1	2	

ences during last  
 ch \_\_\_\_\_ x -1  
 or punishments \_\_\_\_\_ x - 10  
 complaints from parents  
 ther or adults \_\_\_\_\_ x - 5  
 per clubs \_\_\_\_\_ x 3  
 or offices \_\_\_\_\_ x 7

37. Number of rights \_\_\_\_\_ x -10  
 38. Minor disciplines \_\_\_\_\_ x - 5  
 40. Delinquencies \_\_\_\_\_ x -30  
 42. Average Grades F (-20) D (-10)  
 C (0) B (10) A (20) etc. is 10  
 44. Presidencies \_\_\_\_\_ x 10  
 46. Has Job (10) \_\_\_\_\_ mos. x 5  
 \_\_\_\_\_ x - 10

Form 10-5  
Progress

anxious to follow the progress of this person in a definite way to determine the extent to which our work has been effective. of your interest and contacts we are asking you to report on this form below. Where two opposite traits are listed and this is your estimation rates about average or half way between the two you should encircle the middle figure, otherwise encircle the figure somewhat to the right or left depending upon the amount of the right or left trait.

	Score	Change since Worse - Better
- Aggressive	-2 -1 0 1 2	-2 -1 0 1 2
- Industrious	-2 -1 0 1 2	-2 -1 0 1 2
Gaining - Cheerful	-2 -1 0 1 2	-2 -1 0 1 2
- Energetic	-2 -1 0 1 2	-2 -1 0 1 2
Interested-Interested	-2 -1 0 1 2	-2 -1 0 1 2
acted - Calm	-2 -1 0 1 2	-2 -1 0 1 2
ossible--Communicative	-2 -1 0 1 2	-2 -1 0 1 2
- Prompt	-2 -1 0 1 2	-2 -1 0 1 2
tive - Open	-2 -1 0 1 2	-2 -1 0 1 2
ure poor- Good	-2 -1 0 1 2	-2 -1 0 1 2
ndent - Independent	-2 -1 0 1 2	-2 -1 0 1 2
illious - Cooperative	-2 -1 0 1 2	-2 -1 0 1 2
py - Wide awake	-2 -1 0 1 2	-2 -1 0 1 2
reams - Alert	-2 -1 0 1 2	-2 -1 0 1 2
less - Composed	-2 -1 0 1 2	-2 -1 0 1 2
ing - Reasonable	-2 -1 0 1 2	-2 -1 0 1 2
s easily- Mature	-2 -1 0 1 2	-2 -1 0 1 2
s off - Modest	-2 -1 0 1 2	-2 -1 0 1 2
ful - Courageous	-2 -1 0 1 2	-2 -1 0 1 2
s time - Efficient	-2 -1 0 1 2	-2 -1 0 1 2
rests narrow - Broad	-2 -1 0 1 2	-2 -1 0 1 2
relaxome - Friendly	-2 -1 0 1 2	-2 -1 0 1 2
s temper- Good humor	-2 -1 0 1 2	-2 -1 0 1 2
nquent - Good	-2 -1 0 1 2	-2 -1 0 1 2
tive - Active	-2 -1 0 1 2	-2 -1 0 1 2
ower - Leader	-2 -1 0 1 2	-2 -1 0 1 2
pular - Popular	-2 -1 0 1 2	-2 -1 0 1 2
s easily-Mature	-2 -1 0 1 2	-2 -1 0 1 2
nt - Dependable	-2 -1 0 1 2	-2 -1 0 1 2
itful - Truthful	-2 -1 0 1 2	-2 -1 0 1 2
died - Happy	-2 -1 0 1 2	-2 -1 0 1 2
y - Clean	-2 -1 0 1 2	-2 -1 0 1 2
venly - Neat	-2 -1 0 1 2	-2 -1 0 1 2
ty - Tasteful	-2 -1 0 1 2	-2 -1 0 1 2
less - Self-reliant	-2 -1 0 1 2	-2 -1 0 1 2
ences during last	37. Number of fights_____x -10	
ch_____x -1	38. Minor disciplines_____x - 5	
or punishments_____x - 10	40. Delinquencies_____x -30	
plaints from parents	42. Average Grades F (-20) D (-10)	
ther or adults_____x - 5	C (0) B (10) A (20) wt. is 10	
er clubs_____x 3	44. Presidencies_____x 10	
n offices_____x 7	46. Has job (10)_____mos. x 5	

## APPENDIX D

## Case D

Gave Case D a Pintner-Paterson test, February 1, 1938. She was very calm in working but gave up much too readily. She lost interest in the form boards almost as soon as she was nicely started but she was anxious to start another one. Urging her seemed to frustrate her more than not being able to finish the test. Her attention wandered only once. She began to tell about P's Christmas party while working on the profile test.

On June 2, 1938 gave Case D a Pintner-Paterson test. She was eager to take the test and remained interested throughout the test. She gave up on four tests out of fourteen as compared to five tests out of eleven on the initial test. She showed little frustration and less dependency on the operator.



February 28, 1938 3:30

Case D

She was eager to paint, she talked about the paint, etc. Said she was going to make a buffalo. She keeps washing her hands, she doesn't like to have her hands dirty. She made some grass and then she wanted to make a calf.

March 1, 1938 3:30

Case D

Said she wanted to make a calf. Doesn't like her hands to be dirty. Insisted on washing them every few minutes.

March 9, 1938 4:00

Case D

I gave her a piece of paper and asked her to draw a picture. She drew a picture and colored it. She talks a good deal and kept changing crayons. Decided to draw on the board. Asked me to draw a ball. I did and she colored it.

March 16, 1938 4:30

Case D

I showed Case D one of her friend's pictures and

then I asked her to make me a picture. She drew some lines and then began coloring. She tried purple, then changed to blue and then to red. Stopped to peel the paper from a crayon. Worked very hard trying to unwrap it. Found a black and began coloring with it. Found a green and colored a space with it. She liked the blue.

She asked if she might take her picture home. I told her I wanted it but if she wanted it she might take it home. She said she'd take it home but that she would make me a picture. So I gave her another paper and she began drawing. She asked me to hunt the blue-green color. She likes it very much. Spent some time tearing the paper off the crayon. She began talking about Easter and a party. She said she liked parties. She insisted on using the blue-green color.

March 21, 1938

Case D

We talked about stories and poems. She told a tale about the sandman trying to throw sand in her eyes and about running and telling her mother. She said her mother changed her dress and shoes and then she felt all right.

We decided to make pictures. We talked about spring and then we made a picture of spring with a tree and some flowers. Case D insisted on using pink. She likes pink best and uses it almost entirely. She could not find the pink crayon and got rather angry. Finally found one and colored for a moment. She decided that she wanted to play with clay. Got the clay, gave her friend some. Decided she wanted to make some cookies. Came around the table to show her friend how to make cookies.

March 28, 1938 3:40

Case D

Gave her paper, crayons and a pencil. She said she didn't like her pencil and wanted to use mine. I told her I was using it so she began marking with the crayons. She tried one color and then another until she found a red one then she said, "I'm going to make a snake." Made a red figure supposedly a snake. Then she began experimenting again with different colors. Got the pencil and marked on the paper. She grew tired of that so I asked her to draw on the board. She grew tired of that and went in the other room.

March 30, 1938 4:30

Case D

Made some round balls out of clay and pressed them on top with a paper clip. She said she was making hearts. Noticed the clock and said she wished we would not have a clock. I asked her why and she said you have clocks in houses not play rooms. She said she guessed she'd make snakes too. She said her daddy's name was \_\_\_\_\_ and her mother's was \_\_\_\_\_. Talked about the children's names in the play room. Told me about going to her grandmother's for a visit. Said she was making Easter eggs.

April 27, 1938

Case D

Gave her paper and paint. She began at once telling about B. falling from the swing. Began painting. Used orange and red. Seems to be just applying paint. She did not attempt to make forms. Used purple and blue. Did not seem so very interested in what she was doing. She kept telling about this or that event at home. Became interested and did not want to quit painting.

## PINTNER PATERSON

Initial February 1, 1938 Terminal June 2, 1938

Case D C.A. 3 M.A. 5-1 I.Q. 169 C.A. 3-4 M.A. 5-9 I.Q. 172

Forms		Age level		Age level
	T	5-2		7-0
1. Mare	E	5-2		7-2
2. Seguin	T	4-0		5-2
3. Five figure	T	6-2		7-2
	E	5-3		7-2
4. Two figure		Did not complete		Did not complete
5. Casuist		Did not complete	T	5-8
			E	6-4
6. Triangle		Did not complete		Did not complete
7. Diagonal	T	7-0		Did not complete
	E	7-0		
8. Healy A		Did not complete		Did not complete
9. Manikin	S	6-0		4-0
10. Profile	S	Did not complete		Did not complete
11. Ship	S	Did not complete		5-2
12. Adaptation		Did not complete		4-0
13. Cube		Did not complete		5-0



## TERNAN MERRILL

Initial Form L February 9, 1938      Terminal Form M May 10, 1938

Case D

C.A. 3-0    M.A. 4-1    I.Q. 136

C.A. 3-3    M.A. 4-8    I.Q. 144

Tests	Results	Tests	Results
III-6 year level		IV-6 year level	
1. Commands	yes	1. Discrimination	yes
2. Vocabulary	yes	2. Definitions	yes
3. Sticks	yes	3. Digits	no
4. Picture interpretation	no	4. Omitted	
5. Objects	yes	5. Materials	no
6. Comprehension	yes	6. Comprehension	no
		Alternate	yes
IV year level		V year level	
1. Vocabulary	yes	1. Vocabulary	yes
2. Objects	no	2. Number concepts	no
3. Picture completion	no	3. Similarities and	
4. Picture identification	no	differences	no
5. Forms discrimination	no	4. Patience	yes
6. Comprehension	yes	5. Comprehension	no
IV-6 year level		6. Mutilated picture	yes
1. Comparison	no	VI year level	
2. Digits	no	1. Number concepts	no
3. Like-differences	no	2. Bead chain	no
4. Materials	Yes	3. Differences	no
5. Commissions	yes	4. Responses	no
6. Opposites	yes	5. Counting	no
V year level		6. Opposites	yes
1. Picture completion	no		
2. Paper folding	no		
3. Definition	yes		
4. Copying	yes		
5. Sentences	yes		
6. Counting	no		
VI year level			
1. Vocabulary	yes		
2. Beads	no		
3. Pictures	no		
4. Number concepts	no		
5. Like-different	no		
6. Maze	no		

# TERMINAL DETROIT FIRST GRADE

Case D      C.A. 3-4      M.A. 5-3      I.Q. 157      May 13, 1935

Forms	Scores
Information	1
Similarities	3
Memory	2
Absurdities	2
Comparisons	3
Relationships	1
Symmetries	2
Design	1
Counting	1
Directions	<u>2</u>
Total	18

## Score Sheet

"D" February 28, 1938

	Yes	No	Improvement
he untruthful?	x	⊗	x
he impertinent?	x	⊗	x
s he bully others?	⊗	x	x
s he destroy materials?	⊗	x	x
he disobedient?	⊗	x	x
he unreliable?	x	⊗	x
s he have temper tantrums?	⊗	x	x
en?	x	⊗	x
s he swear?	x	⊗	x
he rude?	x	x	⊗
en?	x	⊗	x
he lazy?	x	⊗	x
he nervous?	x	⊗	x
he disorderly?	⊗	x	x
he unhappy?	x	⊗	x
he easily discouraged?	x	⊗	x
he selfish?	x	x	⊗
he careless?	⊗	x	x
he inattentive?	x	⊗	x
he quarrelsome?	⊗	x	x
he resentful?	x	⊗	x
he stubborn?	⊗	x	x
s he domineer others?	⊗	x	x
he fearful?	x	⊗	x
he unsocial?	x	⊗	x
s he act silly?	⊗	x	x
s he have a speech difficulty?	x	⊗	x
he excitable?	⊗	x	x
s he jump from one thing to another?	⊗	x	x
he shy?	x	⊗	x
he restless?	x	⊗	x
s he interrupt?	⊗	x	x
s he day-dream?	x	⊗	x
s he tell imaginative-lies?	x	⊗	x

Eva Emmons - Teacher.

## Score Sheet

e "B" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	X	(X)	X
Is he impertinent?	X	(X)	X
Does he bully others?	X	(X)	X
Does he destroy materials?	(X)	X	X
Is he disobedient?	(X)	X	X
Is he unreliable?	X	(X)	X
Does he have temper tantrums?	X	(X)	X
Often?	X	(X)	X
Does he swear?	X	(X)	X
Is he rude?	X	(X)	X
Often?	X	(X)	X
Is he lazy?	X	(X)	X
Is he nervous?	(X)	X	X
Is he disorderly?	(X)	X	X
Is he unhappy?	X	(X)	X
Is he easily discouraged?	(X)	X	X
Is he selfish?	(X)	X	X
Is he careless?	(X)	X	X
Is he inattentive?	(X)	X	X
Is he quarrelsome?	X	(X)	X
Is he resentful?	(X)	X	X
Is he stubborn?	(X)	X	X
Does he domineer others?	X	(X)	X
Is he fearful?	(X)	X	X
Is he unsocial?	X	(X)	X
Does he act silly?	X	(X)	X
Does he have a speech difficulty?	X	(X)	X
Is he excitable?	(X)	X	X
Does he jump from one thing to another?	(X)	X	X
Is he shy?	X	(X)	X
Is he restless?	(X)	X	X
Does he interrupt?	(X)	X	X
Does he day-dream?	X	(X)	X
Does he tell imaginative-lies?	X	(X)	X

nes

## Score Sheet

"D" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	X	(X)	X
Is he impertinent?	(X)	X	X
Does he bully others?	(X)	X	X
Does he destroy materials?	(X)	X	X
Is he disobedient?	X	X	(X)
Is he unreliable?	(X)	X	X
Does he have temper tantrums?	(X)	X	X
Often?	(X)	X	X
Does he swear?	X	(X)	X
Is he rude?	X	(X)	X
Often?	X	(X)	X
Is he lazy?	X	(X)	X
Is he nervous?	(X)	X	X
Is he disorderly?	X	(X)	X
Is he unhappy?	X	(X)	X
Is he easily discouraged?	X	(X)	X
Is he selfish?	X	(X)	X
Is he careless?	X	(X)	X
Is he inattentive?	X	(X)	X
Is he quarrelsome?	(X)	X	X
Is he resentful?	(X)	X	X
Is he stubborn?	(X)	X	X
Does he domineer others?	X	(X)	X
Is he fearful?	X	(X)	X
Is he unsocial?	(X)	X	(X)
Does he act silly?	(X)	X	X
Does he have a speech difficulty?	X	(X)	X
Is he excitable?	X	(X)	X
Does he jump from one thing to another?	(X)	X	X
Is he shy?	X	(X)	X
Is he restless?	(X)	X	X
Does he interrupt?	(X)	X	X
Does he day-dream?	X	(X)	X
Does he tell imaginative-lies?	(X)	X	(X)

Maxine Robertson - Teacher



# Composite Score Sheet

"B" February 29, 1938

	Yes	No	Improvement
Is he untruthful?	x	x	x
Is he impertinent?	x	x	x
Does he bully others?	x	x	x
Does he destroy materials?	x	x	x
Is he disobedient?	x	x	x
Is he unreliable?	x	x	x
Does he have temper tantrums?	x	x	x
Often?	x	x	x
Does he swear?	x	x	x
Is he rude?	x	x	x - /
Often?	x	x	x
Is he lazy?	x	x	x
Is he nervous?	x	x	x
Is he disorderly?	x	x	x
Is he unhappy?	x	x	x
Is he easily discouraged?	x	x	x
Is he selfish?	x	x	x - /
Is he careless?	x	x	x
Is he inattentive?	x	x	x
Is he quarrelsome?	x	x	x
Is he resentful?	x	x	x
Is he stubborn?	x	x	x
Does he domineer others?	x	x	x
Is he fearful?	x	x	x
Is he unsocial?	x	x	x
Does he act silly?	x	x	x
Does he have a speech difficulty?	x	x	x
Is he excitable?	x	x	x
Does he jump from one thing to another?	x	x	x
Is he shy?	x	x	x
Is he restless?	x	x	x
Does he interrupt?	x	x	x
Does he day-dream?	x	x	x
Does he tell imaginative-lies?	x	x	x

means improvement  
reported by one teacher.

44179



## Score Sheet

"D" May 19, 1938

	Yes	No	Improvement
Is he untruthful?	x	⊗	x
Is he impertinent?	x	⊗	x
Does he bully others?	x	⊗	x
Does he destroy materials?	⊗	x	⊗
Is he disobedient?	⊗	x	⊗
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	⊗	x	⊗
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	⊗	x	⊗
Is he disorderly?	⊗	x	x
Is he unhappy?	⊗	x	x
Is he easily discouraged?	⊗	x	x
Is he selfish?	x	⊗	x
Is he careless?	x	⊗	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	⊗	x	x
Is he resentful?	⊗	x	x
Is he stubborn?	x	⊗	x
Does he domineer others?	x	⊗	x
Is he fearful?	x	⊗	x
Is he unsocial?	⊗	x	x
Does he act silly?	x	⊗	x
Does he have a speech difficulty?	x	⊗	x
Is he excitable?	⊗	x	x
Does he jump from one thing to another?	⊗	x	x
Is he shy?	x	⊗	x
Is he restless?	⊗	x	x
Does he interrupt?	x	⊗	x
Does he day-dream?	⊗	x	x
Does he tell imaginative-lies?	⊗	x	x

Maxine Robertson - Teacher

## Score Sheet

"D" May 19, 1938

	Yes	No	Improvement
Is he untruthful?	X	(X)	X
Is he impertinent?	X	(X)	X
Does he bully others?	X	(X)	X
Does he destroy materials?	(X)	X	X
Is he disobedient?	(X)	X	X
Is he unreliable?	(X)	X	X
Does he have temper tantrums?	X	X	(X)
Often?	X	(X)	X
Does he swear?	X	(X)	X
Is he rude?	X	X	(X)
Often?	X	(X)	X
Is he lazy?	X	(X)	X
Is he nervous?	X	(X)	X
Is he disorderly?	(X)	X	X
Is he unhappy?	(X)	X	X
Is he easily discouraged?	(X)	X	X
Is he selfish?	(X)	X	X
Is he careless?	(X)	X	X
Is he inattentive?	(X)	X	X
Is he quarrelsome?	(X)	X	X
Is he resentful?	(X)	X	X
Is he stubborn?	(X)	X	X
Does he domineer others?	X	(X)	X
Is he fearful?	X	(X)	X
Is he unsocial?	X	X	(X)
Does he act silly?	X	X	(X)
Does he have a speech difficulty?	X	(X)	X
Is he excitable?	(X)	X	X
Does he jump from one thing to another?	(X)	X	X
Is he shy?	X	(X)	X
Is he restless?	(X)	X	X
Does he interrupt?	(X)	X	X
Does he day-dream?	X	(X)	X
Does he tell imaginative-lies?	X	(X)	X

Reva Emmons - Teacher

# Composite

## Score Sheet

"B"

May 20, 1938

Yes

No

Improvement

Is he untruthful?	X	X	X
Is he impertinent?	X	X	X
Does he bully others?	X	X	X
Does he destroy materials?	X	X	⊗-1
Is he disobedient?	X	X	⊗-1
Is he unreliable?	X	X	X
Does he have temper tantrums?	X	X	⊗-2
Does he swear?	X	X	X
Is he rude?	X	X	⊗-1
Is he lazy?	X	X	X
Is he nervous?	X	X	⊗-1
Is he disorderly?	X	X	X
Is he unhappy?	X	X	X
Is he easily discouraged?	X	X	X
Is he selfish?	X	X	X
Is he careless?	X	X	X
Is he inattentive?	X	X	X
Is he quarrelsome?	X	X	X
Is he resentful?	X	X	X
Is he stubborn?	X	X	X
Does he domineer others?	X	X	X
Is he fearful?	X	X	X
Is he unsocial?	X	X	⊗-1
Does he act silly?	X	X	⊗-1
Does he have a speech difficulty?	X	X	X
Is he excitable?	X	X	X
Does he jump from one thing to another?	X	X	X
Is he shy?	X	X	X
Is he restless?	X	X	X
Does he interrupt?	X	X	X
Does he day-dream?	X	X	X
Does he tell imaginative-lies?	X	X	X

means improvement reported by one teacher.

means improvement reported by two teachers.



## APPENDIX E

## Case E

Gave Case E a Pintner-Paterson test, February 1, 1938. She was very calm and showed no signs of frustration. She gave up rather readily and wanted to quit. I omitted forms 6, 7, 8, 12, 13 and 14 because she was growing too tired and losing interest.

Gave Case E a Pintner-Paterson test, June 4, 1938. She seemed to enjoy doing the test but she showed signs of frustration and gave up more readily than on the initial test. She did not complete five out of fourteen tests on the terminal as compared to four out of nine on the initial test.



February 28, 1938 4:00

Case E

She began painting in silence. She used both hands and seemed to enjoy the feel of the paint. She made a tree and a circle. She then made some cookies. She turned her hands over and smeared paint all over them. She spent a good deal of time after that smearing paint.

March 1, 1938 4:00

Case E

She asked to see yesterday's picture. Was curious about it being dry. Asked how I made the paint. Wanted to know what Case D called her picture. Said she is making a buffalo. She seems to enjoy the feel of the paint. She rubs it about on her arms and hands. Made a tree.

March 25, 1938 3:30

Case E

Began painting. Told me about Snow White. Said she was making a cow. Only painted about ten minutes. Said it was a "Cow." Wanted to stop so I told her she could.

March 28, 1938 4:00

Case E

Gave her a pencil, paper and some crayons. She made a figure. Told me it was a camel. Talked about the Easter Bunny. Said she liked to color better than to finger-paint. Made a figure and colored it blue, green and purple. She kept adding sections and coloring them differently. She used black, light blue. She asked me if the color was light blue. Made another section. Colored it violet. Asked me about the color. Noticed it was light purple. I told her the name of the color. She likes greens, blues and violets. Used a little yellow. Asked if she might take the picture with her. I said she might. She called the picture "Cody Commons."

April 4, 1938

Case E

Brought E into the room. We got the water colors and paper. I showed her how to mix the colors and clean her brush. Then I painted a picture of tulips for her. Gave her the materials and asked her to make a picture. She was eager to start. Asked if she might use all of the colors. I told her she might. She used spots of red,

green, brown and orange - commented that the orange matched the brown. Used some purple. Seemed to like it the best. Decided to mix colors. Mixed red, yellow, green and black. Got a bright rust and was very pleased with the new color. Mixed some more colors. Made a brown. Seems delighted with the new colors she is able to get. Mixed again. This time she got brown. Seems very interested in the colors she can make.

April 5, 1938

Case E

Gave her some paper and water color. She uses dark heavy colors. Used brown and black and red-browns. She said she was making water town. She said, "That is where the water comes from." She asked if I was going to keep her picture and I told her I was.

April 6, 1938

Case E

She began painting at once with a pale green color. She wanted to see Case G's picture so I showed it to her. She began painting in spots of color using orange and black. She gets quite nice effects. I can not tell how

much is intentional. She seems fascinated with the colors and comments on them. She does not try to paint forms. They are just masses of color against color. She likes to mix the colors to see what effects she gets.

PINTNER PATERSON

Initial February 1, 1938 Terminal June 4, 1938

Case E

C.A. 3-3 M.A. 4-0 I.Q. 130 C.A. 3-11 M.A. 5-6 I.Q. 140

Forms	Age level		Agelevel
1. Mare	Did not complete	T E	5-1 4-1
2. Seguin	4-0		5-2
3. Five figure	Did not complete	T E	6-1 6-1
4. Two figure	Did not complete		Did not complete
5. Casuist	Did not complete	T E	7-2 7-2
6. Triangle	Omitted		Did not complete
7. Diagonal	Omitted		Did not complete
8. Healy A	Omitted		Did not complete
9. Manikin S	3-0		9-0
10. Profile	Did not complete		Did not complete
11. Ship S	5-0		5-6
12. Picture	Omitted		7-1
13. Adaptation	Omitted		4-0
14. Cube	4-0		5-0



## TERMAN MERRILL

Initial March 14, 1938 Terminal

Case E

C.A. 3-3 M.A. 4-0 I.Q. 128 C.A. 3-10 M.A. 5-8 I.Q. 148

Tests Form L Results Tests Form M Results

## III-6 year level

1. Commands -----	yes	1. Discrimination -----	yes
2. Vocabulary -----	yes	2. Definitions -----	yes
3. Sticks -----	yes	3. Digits -----	yes
4. Pictures -----	yes	4. Picture completion ---	yes
5. Objects -----	no	5. Materials -----	yes
6. Comprehension -----	yes	6. Comprehension -----	yes

## IV-6 year level

1. Vocabulary -----	yes	1. Picture vocabulary ---	yes
2. Objects -----	no	2. Number concept -----	yes
3. Picture completion ---	no	3. Similarities -----	yes
4. Picture identification	no	4. Patience -----	yes
5. Discrimination -----	yes	5. Comprehension -----	yes
6. Comprehension -----	no	6. Mutilated pictures ---	yes

## IV year level

## V year level

## IV-6 year level

1. Aesthetic comparison -	no	1. Number concepts -----	yes
2. Digits -----	no	2. Bead chain -----	yes
3. Like-different -----	no	3. Difference -----	no
4. Material -----	yes	4. Response -----	no
5. Commission -----	yes	5. Counting -----	yes
6. Opposites -----	yes	6. Opposites -----	no

## V year level

1. Picture completion ---	no	1. Number of fingers ----	no
2. Paper folding -----	no	2. Sentences -----	no
3. Definition -----	yes	3. Pictures -----	no
4. Copying -----	no	4. Digits reversed -----	no
5. Sentences -----	no	5. Sentences -----	no
6. Counting -----	no	6. Counting -----	no

## VII year level

## TERMINAL DETROIT FIRST GRADE FORM A

Case E C.A. 3-11 M.A. 5-9 I.Q. 150

Tests	Results
Information	2
Similarities	4
Memory	3
Absurdities	3
Comparisons	3
Relationships	3
Symmetries	3
Designs	2
Counting	2
Directions	<u>1</u>
Total	26

## Score Sheet

"E" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	x	(x)	x
Is he impertinent?	x	(x)	x
Does he bully others?	x	(x)	x
Does he destroy materials?	x	(x)	x
Is he disobedient?	x	(x)	x
Is he unreliable?	x	(x)	x
Does he have temper tantrums?	x	(x)	x
Often?	x	(x)	x
Does he swear?	x	(x)	x
Is he rude?	x	(x)	x
Often?	x	(x)	x
Is he lazy?	x	(x)	x
Is he nervous?	x	(x)	x
Is he disorderly?	x	(x)	x
Is he unhappy?	x	(x)	x
Is he easily discouraged?	(x)	x	x
Is he selfish?	x	(x)	x
Is he careless?	x	x	(x)
Is he inattentive?	x	(x)	x
Is he quarrelsome?	(x)	x	x
Is he resentful?	(x)	x	x
Is he stubborn?	x	(x)	x
Does he domineer others?	x	(x)	x
Is he fearful?	x	(x)	x
Is he unsocial?	x	(x)	x
Does he act silly?	x	(x)	x
Does he have a speech difficulty?	x	x	(x)
Is he excitable?	(x)	x	x
Does he jump from one thing to another?	x	(x)	x
Is he shy?	x	(x)	x
Is he restless?	x	(x)	x
Does he interrupt?	x	(x)	x
Does he day-dream?	x	(x)	x
Does he tell imaginative-lies?	x	(x)	x

Iva Emmons - Teacher.

## Score Sheet

"E" February 28, 1928

	Yes	No	Improvement
Is he untruthful?	x	⊗	x
Is he impertinent?	x	⊗	x
Does he bully others?	x	⊗	x
Does he destroy materials?	x	⊗	x
Is he disobedient?	x	⊗	x
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	x	⊗	x
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	⊗	x	x
Is he disorderly?	⊗	x	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	⊗	x	x
Is he selfish?	⊗	x	x
Is he careless?	⊗	x	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	x	⊗	x
Is he resentful?	x	⊗	x
Is he stubborn?	x	⊗	x
Does he domineer others?	⊗	x	x
Is he fearful?	⊗	x	x
Is he unsocial?	x	⊗	x
Does he act silly?	x	⊗	x
Does he have a speech difficulty?	x	⊗	x
Is he excitable?	⊗	x	x
Does he jump from one thing to another?	x	⊗	x
Is he shy?	x	⊗	x
Is he restless?	⊗	x	x
Does he interrupt?	⊗	x	x
Does he day-dream?	x	⊗	x
Does he tell imaginative lies?	x	⊗	x

James

# Composite

## Score Sheet

"E" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	X	X	X
Is he impertinent?	X	X	X
Does he bully others?	X	X	X
Does he destroy materials?	X	X	X
Is he disobedient?	X	X	X
Is he unreliable?	X	X	X
Does he have temper tantrums?	X	X	X
Is he ten?	X	X	X
Does he swear?	X	X	X
Is he rude?	X	X	X
Is he ten?	X	X	X
Is he lazy?	X	X	X
Is he nervous?	X	X	X
Is he disorderly?	X	X	X
Is he unhappy?	X	X	X
Is he easily discouraged?	X	X	X
Is he selfish?	X	X	X-1
Is he careless?	X	X	X
Is he inattentive?	X	X	X
Is he quarrelsome?	X	X	X
Is he resentful?	X	X	X
Is he stubborn?	X	X	X
Does he domineer others?	X	X	X
Is he fearful?	X	X	X
Is he unsocial?	X	X	X
Does he act silly?	X	X	X-1
Does he have a speech difficulty?	X	X	X
Is he excitable?	X	X	X
Does he jump from one thing to another?	X	X	X
Is he shy?	X	X	X
Is he restless?	X	X	X
Does he interrupt?	X	X	X
Does he day-dream?	X	X	X
Does he tell imaginative lies?	X	X	X

means improvement reported by one teacher.



## Score Sheet

e "E" May 19, 1928

	Yes	No	Improvement
he untruthful?	x	⊗	x
he impertinent?	x	⊗	x
es he bully others?	x	⊗	x
es he destroy materials?	x	⊗	x
he disobedient?	x	⊗	x
he unreliable?	x	⊗	x
es he have temper tantrums?	x	⊗	x
ten?	x	⊗	x
es he swear?	x	⊗	x
he rude?	x	⊗	x
ten?	x	⊗	x
he lazy?	x	⊗	x
he nervous?	x	⊗	x
he disorderly?	x	⊗	x
he unhappy?	x	⊗	x
he easily discouraged?	x	⊗	x
he selfish?	x	⊗	x
he careless?	⊗	x	x
he inattentive?	x	⊗	x
he quarrelsome?	⊗	x	x
he resentful?	x	⊗	x
he stubborn?	x	⊗	x
es he domineer others?	x	⊗	x
he fearful?	x	⊗	x
he unsocial?	x	⊗	x
es he act silly?	x	⊗	x
es he have a speech difficulty?	⊗	x	x
he ex:itable?	⊗	x	x
es he jump from one thing to another?	x	⊗	x
he shy?	x	⊗	x
he restless?	x	⊗	x
es he interrupt?	⊗	x	x
es he day-dream?	x	⊗	x
es he tell imaginative-lies?	⊗	x	x

Eva Commons - Teacher.

Score Sheet

"E" May 19, 1938

	Yes	No	Improvement
Is he untruthful?	X	⊗	X
Is he impertinent?	X	⊗	X
Does he bully others?	X	⊗	X
Does he destroy materials?	X	⊗	X
Is he disobedient?	⊗	X	⊗
Is he unreliable?	⊗	X	⊗
Does he have temper tantrums?	X	⊗	X
Often?	X	⊗	X
Does he swear?	X	⊗	X
Is he rude?	X	⊗	X
Often?	X	⊗	X
Is he lazy?	X	⊗	X
Is he nervous?	X	⊗	X
Is he disorderly?	X	⊗	X
Is he unhappy?	X	⊗	X
Is he easily discouraged?	⊗	X	X
Is he selfish?	X	⊗	X
Is he careless?	X	⊗	X
Is he inattentive?	⊗	X	X
Is he quarrelsome?	X	⊗	X
Is he resentful?	X	⊗	X
Is he stubborn?	X	⊗	X
Does he domineer others?	X	⊗	X
Is he fearful?	⊗	X	⊗
Is he unsocial?	X	⊗	X
Does he act silly?	X	⊗	X
Does he have a speech difficulty?	⊗	X	⊗
Is he excitable?	⊗	X	X
Does he jump from one thing to another?	⊗	X	X
Is he shy?	⊗	X	X
Is he restless?	⊗	X	X
Does he interrupt?	⊗	X	X
Does he day-dream?	⊗	X	X
Does he tell imaginative-lies?	⊗	X	X

Maxine Robertson - Teacher.

# Composite

Score Sheet

"E"

May 20, 1938

	Yes	No	Improvement
Is he untruthful?	X	X	X
Is he impertinent?	X	X	X
Does he bully others?	X	X	X
Does he destroy materials?	X	X	X
Is he disobedient?	X	X	⊗ - /
Is he unreliable?	X	X	⊗ - /
Does he have temper tantrums?	X	X	X
Often?	X	X	X
Does he swear?	X	X	X
Is he rude?	X	X	X
Often?	X	X	X
Is he lazy?	X	X	X
Is he nervous?	X	X	X
Is he disorderly?	X	X	X
Is he unhappy?	X	X	X
Is he easily discouraged?	X	X	X
Is he selfish?	X	X	X
Is he careless?	X	X	X
Is he inattentive?	X	X	X
Is he quarrelsome?	X	X	X
Is he resentful?	X	X	X
Is he stubborn?	X	X	X
Does he domineer others?	X	X	X
Is he fearful?	X	X	⊗ - /
Is he unsocial?	X	X	X
Does he act silly?	X	X	X
Does he have a speech difficulty?	X	X	⊗ - /
Is he excitable?	X	X	X
Does he jump from one thing to another?	X	X	X
Is he shy?	X	X	X
Is he restless?	X	X	X
Does he interrupt?	X	X	X
Does he day-dream?	X	X	X
Does he tell imaginative-lies?	X	X	X

means improvement  
reported by one teacher.

## APPENDIX F

## Case F

Gave case F a Pintner-Paterson test on February 28, 1938. On the Seguin Board she became very frustrated when the boards did not fit. She slapped the pieces and tried to force them in place. She became very excited and reprimanded the pieces for not going in place.

On the Five Figure she gave up too easily and asked for help. On the Two Figure she tried to force the pieces in their places and became rather frantic in her efforts when urged to speed.

On the Triangle she became so excited she shook her hands and twisted about on the chair. Kept saying, "That old pickle face."

On the Profile she got rather disgusted and finally began to act silly in an embarrassed manner.

June 2, 1938 gave case F a Pintner-Paterson test. She was interested in the test and completed fourteen tests. She showed some frustration but not so much as on the first test. She gave up on seven out of fourteen as compared to four out of eleven on the initial test.

March 7, 1938 4:20

Case F

I asked her to make me a picture and color it. She said she was going to make a picture that I could not make. She drew a picture and colored it yellow. She said it was a house. Then she began drawing again. I asked her what it was. She said it was a pussy-cat. She made the neck and one paw. She said he had only one because he is running. She made his eyes way to one side. She asked me if I thought he wasn't cute. She colored him blue. She kept saying, "Isn't he cute" and "Look at him run."

April 5, 1938

Case F

Gave her paint. I made her a picture and told a story. Then she began to paint and she began to tell a story. Her story was about fairies and was very like the one I told so I asked her to make another. She began drawing and talking. She made some trees and then some hunters and then Snow White. She decided she wanted more paint. Said for me to wait and see what she made. Wanted to quit.

Showed her how to use water-color. Gave her a paper and asked her to paint a picture. She began painting and



talking to herself. She told a story about an Easter bunny. Made a door to the bunny's house. She put water in all the color cups. Then she began painting again. Turned the paper over and began painting again. Said she was drawing a "Little town." She smeared about with every color. Seems to enjoy the colors rather than trying to form figures.

April 25, 1938

Case F

Gave her paper and water colors. She was anxious to paint and began by putting water in each paint dish. Began painting with brown. Said, "I'm going to make a house." Took some yellow and painted over the house. Turned the paper over and began with purple. Made a square. Added a roof and side. Said, "Look at my house." Painted it over with yellow. Made some Easter eggs. Colored it over with green. Began to talk aloud but seemingly to herself about the raindrops coming down and the sun drying up all of the rain. Began mixing her colors. Made a brown and painted the picture over with it. Noticed I was writing and said, "You are going to write while I paint." Called the picture, "A great big spider." There is no form. Just color on the paper.

April 27, 1938

Case F

Gave F the water colors and paper. She began filling all the cups with water. Painted first with yellow. Began telling me about being ill. She then told me about twisting off her doll's arm. Began putting purple over the yellow. Said she was making a haystack. Said she was tired painting so I let her return to her room.

## PINTNER PATERSON

Initial February 28, 1938      Terminal June 2, 1938

Case F

C.A. 3-7    M.A. 5-6    I.Q. 183    C.A. 3-11    M.A. 5-6    I.Q. 140

Forms		Age-level	Age-level
	T	5-1	5-2
1. Mare	E	5-1	6-1
2. Seguin		3-0	2-0
3. Five figure		Did not complete	Did not complete
	T	7-2	
4. Two figure	E	5-8	Did not complete
	T	6-0	7-0
5. Casuist	E	6-0	8-0
6. Triangle		Did not complete	Did not complete
7. Diagonal		Did not complete	Did not complete
	T	7-2	
8. Healy A	M	6-6	Did not complete
9. Manikin		5-5	5-5
10. Profile		Did not complete	Would not try
11. Ship	S	5-2	Did not complete
12. Picture		Omitted	Below 4
13. Adaptation		Omitted	Below 4
14. Cube		Omitted	Below 4

## TERMAN MERRILL

Initial February 5, 1938 Terminal Form M May 10, 1938

Case F Form L

C.A. 3-7 M.A. 4-2 I.Q. 110 C.A. 3-11 M.A. 5-1 I.Q. 130

Test Results Test Results

## III-6 year level

1. Commands ----- yes
2. Vocabulary ----- yes
3. Sticks ----- yes
4. Pictures ----- no
5. Objects ----- no
6. Comprehension ----- yes

## IV year level

1. Vocabulary ----- yes
2. Objects ----- yes
3. Picture completion -- no
4. Picture identification yes
5. Discrimination ----- yes
6. Comprehension ----- yes

## IV-6 year level

1. Comparison ----- no
2. Digits ----- no
3. Like-difference ----- no
4. Material ----- yes
5. Commission ----- no
6. Opposite ----- no

## V year level

1. Picture completion -- no
2. Paper folding ----- no
3. Definition ----- no
4. Copying ----- yes
5. Sentence ----- no
6. Counting ----- yes

## VI year level

1. Vocabulary ----- no
2. Beads ----- no
3. Mutilated picture --- yes
4. Number ----- no
5. Like-difference ----- no
6. Maze ----- no

## IV year level

1. Vocabulary ----- yes
2. Stringing beads ----- no
3. Opposites ----- yes
4. Identification ----- yes
5. Number concepts ----- yes
6. Sentences ----- yes

## IV-6 year level

1. Discrimination ----- yes
2. Definition ----- yes
3. Digits ----- no
4. Omitted -----
5. Materials ----- yes
6. Comprehension ----- yes
- Alt. Patience ----- yes

## V year level

1. Vocabulary ----- yes
2. Number concepts ----- no
3. Similarities ----- yes
4. Patience ----- no
5. Comprehension ----- yes
6. Mutilated pictures --- no

## VI year level

1. Number concepts ----- no
2. Beads ----- no
3. Differences ----- yes
4. Response ----- no
5. Counting ----- yes
6. Opposites ----- yes

## TERMINAL DETROIT FIRST GRADE FORM A

Case F C.A. 3-11 M.A. 5-6 I.Q. 140 June 2, 1938

Test	Results
Information	1
Similarities	3
Memory	1
Absurdities	4
Comparisons	4
Relationships	3
Symmetries	2
Design	1
Counting	0
Directions	<u>3</u>
Total	22



## Score Sheet

re "F" April 4, 1938

	Yes	No	Improvement
Is he untruthful?	⊗	x	x
Is he impertinent?	x	⊗	x
Does he bully others?	x	⊗	x
Does he destroy materials?	x	⊗	x
Is he disobedient?	x	⊗	x
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	x	⊗	x
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	⊗	x
Is he lazy?	x	x	⊗
Is he nervous?	x	⊗	x
Is he disorderly?	x	⊗	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	⊗	x	x
Is he selfish?	x	⊗	x
Is he careless?	x	⊗	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	x	⊗	x
Is he resentful?	x	⊗	x
Is he stubborn?	x	⊗	x
Does he domineer others?	x	⊗	x
Is he fearful?	x	⊗	x
Is he unsocial?	x	⊗	x
Does he act silly?	x	x	⊗
Does he have a speech difficulty?	⊗	x	x
Is he excitable?	x	⊗	x
Does he jump from one thing to another?	⊗	x	x
Is he shy?	x	⊗	x
Is he restless?	x	⊗	x
Does he interrupt?	x	⊗	x
Does he day-dream?	⊗	⊗	x
Does he tell imaginative lies?	⊗	x	x

Reva Emmons - Teacher.

## Score Sheet

se "F" April 4, 1938

	Yes	No	Improvement
Is he untruthful?	x	⊗	x
Is he impertinent?	x	⊗	x
Does he bully others?	x	⊗	x
Does he destroy materials?	x	⊗	x
Is he disobedient?	⊗	x	⊗
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	x	⊗	x
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	x	⊗	x
Is he disorderly?	x	⊗	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	x	⊗	x
Is he selfish?	x	⊗	x
Is he careless?	x	⊗	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	x	⊗	x
Is he resentful?	x	⊗	x
Is he stubborn?	x	⊗	x
Does he domineer others?	x	⊗	x
Is he fearful?	x	⊗	x
Is he unsocial?	x	⊗	x
Does he act silly?	⊗	x	x
Does he have a speech difficulty?	x	⊗	x
Is he excitable?	⊗	x	x
Does he jump from one thing to another?	x	⊗	x
Is he shy?	x	⊗	x
Is he restless?	x	⊗	x
Does he interrupt?	⊗	x	x
Does he day-dream?	⊗	x	x
Does he tell imaginative lies?	⊗	x	x

Maxine Robertson - Teacher.

# Composite

## Score Sheet

"F" April 4, 1938

	Yes	No	Improvement
Is he untruthful?	X	X	X
Is he impertinent?	X	X	X
Does he bully others?	X	X	X
Does he destroy materials?	X	X	X
Is he disobedient?	X	X	⊗ - /
Is he unreliable?	X	X	X
Does he have temper tantrums?	X	X	X
Often?	X	X	X
Does he swear?	X	X	X
Is he rude?	X	X	X
Often?	X	X	X
Is he lazy?	X	X	⊗ - /
Is he nervous?	X	X	X
Is he disorderly?	X	X	X
Is he unhappy?	X	X	X
Is he easily discouraged?	X	X	X
Is he selfish?	X	X	X
Is he careless?	X	X	X
Is he inattentive?	X	X	X
Is he quarrelsome?	X	X	X
Is he resentful?	X	X	X
Is he stubborn?	X	X	X
Does he domineer others?	X	X	X
Is he fearful?	X	X	X
Is he unsocial?	X	X	⊗ - /
Does he act silly?	X	X	X
Does he have a speech difficulty?	X	X	X
Is he excitable?	X	X	X
Does he jump from one thing to another?	X	X	X
Is he shy?	X	X	X
Is he restless?	X	X	X
Does he interrupt?	X	X	X
Does he day-dream?	X	X	X
Does he tell imaginative-lies?	X	X	X

means improvement reported by one teacher.

## Score Sheet

e "F" May 19, 1938

	Yes	No	Improvement
Is he untruthful?	x	⊗	x
Is he impertinent?	x	⊗	x
Does he bully others?	x	⊗	x
Does he destroy materials?	x	⊗	x
Is he disobedient?	x	⊗	x
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	x	⊗	x
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	x	⊗	x
Is he disorderly?	x	⊗	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	x	⊗	x
Is he selfish?	x	⊗	x
Is he careless?	x	x	⊗
Is he inattentive?	x	⊗	x
Is he quarrelsome?	x	⊗	x
Is he resentful?	x	⊗	x
Is he stubborn?	x	⊗	x
Does he domineer others?	x	⊗	x
Is he fearful?	x	⊗	x
Is he unsocial?	x	⊗	x
Does he act silly?	x	⊗	x
Does he have a speech difficulty?	⊗	x	x
Is he excitable?	⊗	x	x
Does he jump from one thing to another?	x	⊗	x
Is he shy?	x	⊗	x
Is he restless?	x	⊗	x
Does he interrupt?	x	⊗	⊗
Does he day-dream?	⊗	⊗	x
Does he tell imaginative-lies?	⊗	x	x

Eva Emmons - Teacher.

## Score Sheet

se "F" May 19, 1928

	Yes	No	Improvement
Is he untruthful?	X		X
Is he impertinent?	X		X
Does he bully others?	X		X
Does he destroy materials?	X		X
Is he disobedient?	X		X
Is he unreliable?	X		X
Does he have temper tantrums?	X		X
Often?	X		X
Does he swear?	X		X
Is he rude?	X		X
Often?	X		X
Is he lazy?	X		X
Is he nervous?	X		X
Is he disorderly?	X		X
Is he unhappy?	X		X
Is he easily discouraged?	X		X
Is he selfish?	X		X
Is he careless?	X		X
Is he inattentive?	X		X
Is he quarrelsome?	X		X
Is he resentful?	X		X
Is he stubborn?	X		X
Does he domineer others?	X		X
Is he fearful?	X		X
Is he unsocial?	X		X
Does he act silly?	X		X
Does he have a speech difficulty?	X		X
Is he excitable?	X		X
Does he jump from one thing to another?	X		X
Is he shy?	X		X
Is he restless?	X		X
Does he interrupt?	X		X
Does he day-dream?	X		X
Does he tell imaginative lies?	X		X

Maxine Robertson - Teacher.



# Composite

## Score Sheet

ee "F" May 20, 1938

	Yes	No	Improvement
Is he untruthful?	x	x	x
Is he impertinent?	x	x	x
Does he bully others?	x	x	x
Does he destroy materials?	x	x	x
Is he disobedient?	x	x	⊗-1
Is he unreliable?	x	x	x
Does he have temper tantrums?	x	x	x
Often?	x	x	x
Does he swear?	x	x	x
Is he rude?	x	x	x
Often?	x	x	x
Is he lazy?	x	x	x
Is he nervous?	x	x	x
Is he disorderly?	x	x	x
Is he unhappy?	x	x	x
Is he easily discouraged?	x	x	x
Is he selfish?	x	x	x
Is he careless?	x	x	⊗-1
Is he inattentive?	x	x	x
Is he quarrelsome?	x	x	x
Is he resentful?	x	x	x
Is he stubborn?	x	x	x
Does he domineer others?	x	x	x
Is he fearful?	x	x	x
Is he unsocial?	x	x	x
Does he act silly?	x	x	⊗-1
Does he have a speech difficulty?	x	x	⊗-1
Is he excitable?	x	x	x
Does he jump from one thing to another?	x	x	x
Is he shy?	x	x	x
Is he restless?	x	x	x
Does he interrupt?	x	x	⊗-1
Does he day-dream?	x	x	x
Does he tell imaginative-lies?	x	x	x

1 means improvement reported by one teacher.

## APPENDIX G

## Case G

Gave case G a Pintner-Paterson February 2, 1938. On the five figure board he kept saying, "Where does this belong?" and wanted to quit. Asked for an easier one. Finally gave up.

On the Two Figure board he seemed embarrassed because he could not put it together. Piled the blocks in a heap and looked at me as though he expected to be criticized.

Became very sadistic when the boards were difficult. Acted as though he wanted to get revenge on me for his difficulty.

He refused to try on the Triangle board. On the Diagonal board he began talking about skating as though he wished to avoid putting the board together. Could do none of the Profile. Did not really try.

Omitted 12, 13, 14, and 15 because he grew very tired and was not trying.

May 28, 1938

Gave case G a Pintner-Paterson. He seemed interested and tried hard. Did not seem to tire. He did not complete four out of fourteen tests on the terminal as compared to six out of eleven on the initial test.

March 23, 1938 3:40

Case G

Gave him the paper and paint. He asked what case H made. I told him a "winding road" so he went to work pushing the paint about vigorously for about ten minutes then said he was tired. I told him to wash his hands. He did and hung up his smock. Said his picture was a "winding road" also.

February 23, 1938

Case G

He asked a lot of questions about the paint. Made a buffalo, then a dog. Wanted to quit so I let him go.

March 22, 1938 4:00

Case G

Gave him a paper and some finger paint. He began painting furiously. He smeared the paint all over. Doesn't like the feel of the paint so he rinses his hands every few minutes. Talked a good deal today. Told me about things which happened in the play room. Wanted to take another test today. He said it was very hard work painting. He smeared the paper about, doubled it up and played with it in every position. Called his picture a "duck."

March 28, 1938 4:15

Case G

Gave him paper and pencil and crayons. He said he could make a car and a trailer-house. Began drawing. Decided to draw a bus. Drew a fairly good figure. Began coloring the wheels orange. Asked about J's picture. I said she took her picture so he said he wanted to take his. He asked me what color the gray and red crayons were. Found a yellow orange and colored the bus. We talked about the difference in the red-orange and yellow-orange.

Said he liked all the colors but chose red and red-orange as his favorite colors.

Asked me whether the children in the Play Room were supposed to work or play.

Drew some mountains where the wolf lives. Colored the mountains blue and brown. Made a walk for the wolf. Said the wolf lives inside the mountain. Drew a door in the mountain for the wolf to go in and out. Erased and made a smudge. Said it was the dirt blowing.

Made something else. Said he didn't want to tell me what it was. Colored it purple.

April 5, 1938

Case G

Showed him how to use the water-colors. Gave him some paper and asked him to paint for me. He said he was going to paint a secret. Began painting, said, "This is away off in the mountains. These are clouds. The clouds are dark clouds. This is way off out in the country out in the forest." He is using dark reds and browns. Made some green ground and grass. Said "There's where a lot of grass. Here's a big bird out in the country. He seems lost in the picture. He seems to have forgotten about me and is interested only in the effects he is getting with the paints. He is much more interested in water color than he was in finger paint.

April 6, 1938

Case G

Gave him water colors and paper. He began painting an Easter picture. Made some trees and a sand pile. He uses a great deal of blue and orange. Said he was making a boy who did something naughty. He said the boy's mother spanked him. He did it again and his daddy spanked him. I asked what it was he did and he couldn't wait to go to the toilet. He said the daddy was gone the first time. I asked where.



1

Said up at college so he painted a picture of a college.  
Changed the subject so I did not press him further.

April 11, 1938

Case G

Began using brown paint. Doesn't seem to be making a form. Spotted in some green. Said, "That's grass." Asked me not to look at it until he has it finished. He said it was a picture of Yocemento. I asked him to tell me about the picture. He did not seem to want to talk about it so I did not urge him. He asked me to write his name for him. Told him I would. Told me about burying a mouse.

April 27, 1938

Case G

Gave him paper and paint. He asked me what to make. I told him to paint a story for me. He began painting in silence and used a lot of purple and some brown. Said it was a picture of a castle. He did not want to paint very long. He seemed anxious to return to the Play Room.

# PINTNER PATERSON

Initial February 2, 1938

Terminal May 28, 1938

Case G

CA 4-9 M.A. 4-0 I.Q. 84 C.A. 5-0 M.A. 5-0 I.Q. 100

Forms		Age Level	Age Level
1. Ware	T E	5-1 5-2	7-6 8-2
2. Seguin	T T	5-1	5-1 12-0
3. Five Figure	E	Did not complete	9-0
4. Two Figure		Did not complete	Did not complete
5. Casuist	T E T	Did not complete	7-2 7-4 7-6
6. Triangle	E	Did not complete	8-4
7. Diagonal		Did not complete	Did not complete
8. Healy A		Did not complete	Did not complete
9. Manikin		Speed 4-0	5-3
10. Profile		Did not complete	Did not complete
11. Ship		Speed 5-0	6-0
12. Picture		Did not complete	Below 4-0
13. Adaptation		Omitted	4-0
14. Cube		Omitted	5-0

TERMAN MERILL

Initial Form L March 14, 1933 Terminal Form M May 10, 1933

Case G

C.A. 4-9 M.A. 4-9 I.Q. 104 C.A. 4-11

Test	Results	Test	Results
IV year level		IV-6 year level	
1. Vocabulary -----	yes	1. Discrimination -----	yes
2. Memory -----	no	2. Definitions -----	yes
3. Picture completion ----	yes	3. Digits -----	no
4. Picture identification	yes	4. Omitted	
5. Discrimination -----	yes	5. Materials -----	yes
6. Comprehension -----	yes	6. Comprehension -----	yes
		Alt. Patience -----	yes
IV-6 year level		V year level	
1. Comparison -----	yes	1. Vocabulary -----	yes
2. Digits -----	no	2. Number concept -----	no
3. Like-different -----	yes	3. Similarities -----	yes
4. Materials -----	yes	4. Patience -----	yes
5. Commission -----	yes	5. Comprehension -----	yes
6. Opposites -----	no	6. Mutilated pictures ----	no
V year level		VI year level	
1. Completion -----	no	1. Number concept -----	no
2. Paper-folding -----	no	2. Bead chain -----	yes
3. Definition -----	yes	3. Differences -----	yes
4. Copying square -----	yes	4. Response -----	no
5. Memory -----	no	5. Counting -----	no
6. Counting -----	no	6. Opposites -----	yes
VI year level			
1. Vocabulary -----	yes		
2. Bead chain -----	yes		
3. Mutilated pictures ----	yes		
4. Number concepts -----	yes		
5. Like-different -----	yes		
6. Maze -----	no		

1

TERMINAL DETROIT FIRST GRADE FORM A

June 2, 1938

Case G C.A. 4-11 M.A. 5-11 I.Q. 120

Tests	Results
Information	2
Similarities	2
Memory	2
Absurdities	5
Comparison	2
Relationships	2
Symmetries	7
Designs	2
Counting	2
Directions	<u>2</u>
Total	28

# Score Sheet

see "G" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	X	⊗	X
Is he impertinent?	X	⊗	X
Does he bully others?	⊗	X	X
Does he destroy materials?	⊗	X	X
Is he disobedient?	⊗	X	X
Is he unreliable?	⊗	X	X
Does he have temper tantrums?	X	⊗	X
Often?	X	⊗	X
Does he swear?	X	⊗	X
Is he rude?	⊗	X	X
Often?	⊗	X	X
Is he lazy?	X	⊗	X
Is he nervous?	X	⊗	X
Is he disorderly?	⊗	X	X
Is he unhappy?	X	⊗	X
Is he easily discouraged?	⊗	X	X
Is he selfish?	⊗	X	X
Is he careless?	⊗	X	X
Is he inattentive?	⊗	X	X
Is he quarrelsome?	⊗	X	X
Is he resentful?	⊗	X	X
Is he stubborn?	⊗	X	X
Does he domineer others?	X	⊗	X
Is he fearful?	X	⊗	X
Is he unsocial?	X	⊗	X
Does he act silly?	⊗	X	X
Does he have a speech difficulty?	X	⊗	X
Is he excitable?	X	⊗	X
Does he jump from one thing to another?	⊗	X	X
Is he shy?	X	⊗	X
Is he restless?	⊗	X	X
Does he interrupt?	⊗	X	X
Does he day-dream?	X	⊗	X
Does he tell imaginative-lies?	X	⊗	X

Ames.



# Score Sheet

Case "G" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	x	x	⊗
Is he impertinent?	⊗	x	x
Does he bully others?	⊗	x	x
Does he destroy materials?	x	⊗	x
Is he disobedient?	⊗	x	x
Is he unreliable?	⊗	x	x
Does he have temper tantrums?	x	⊗	x
Often?	x	x	x
Does he swear?	x	⊗	x
Is he rude?	⊗	x	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	x	⊗	x
Is he disorderly?	⊗	x	x
Is he unhappy?	⊗	x	x
Is he easily discouraged?	x	⊗	x
Is he selfish?	⊗	x	⊗
Is he careless?	⊗	x	x
Is he inattentive?	⊗	x	x
Is he quarrelsome?	⊗	x	x
Is he resentful?	⊗	x	x
Is he stubborn?	⊗	x	x
Does he domineer others?	x	x	x
Is he fearful?	⊗	x	x
Is he unsocial?	x	x	⊗
Does he act silly?	⊗	x	x
Does he have a speech difficulty?	x	⊗	x
Is he excitable?	x	⊗	x
Does he jump from one thing to another?	⊗	x	x
Is he shy?	⊗	x	x
Is he restless?	x	x	x
Does he interrupt?	⊗	x	x
Does he day-dream?	⊗	x	x
Does he tell imaginative-lies?	⊗	x	⊗

Maxine Robertson - Teacher.

## Score Sheet

e "G" February 28, 1938

Yes No Improvement

Is he untruthful?	x	(x)	x
Is he impertinent?	(x)	x	x
Does he bully others?	(x)	x	x
Does he destroy materials?	x	(x)	x
Is he disobedient?	x	(x)	x
Is he unreliable?	x	(x)	x
Does he have temper tantrums?	x	(x)	x
Often?	x	(x)	x
Does he swear?	x	(x)	x
Is he rude?	(x)	x	(x)
Often?	x	(x)	x
Is he lazy?	(x)	x	x
Is he nervous?	x	(x)	x
Is he disorderly?	x	x	(x)
Is he unhappy?	x	(x)	x
Is he easily discouraged?	(x)	x	x
Is he selfish?	x	(x)	(x)
Is he careless?	x	x	(x)
Is he inattentive?	x	(x)	x
Is he quarrelsome?	x	(x)	x
Is he resentful?	x	(x)	x
Is he stubborn?	(x)	x	x
Does he domineer others?	x	(x)	x
Is he fearful?	x	(x)	x
Is he unsocial?	x	(x)	x
Does he act silly?	x	(x)	x
Does he have a speech difficulty?	x	(x)	x
Is he excitable?	x	(x)	x
Does he jump from one thing to another?	x	(x)	x
Is he shy?	x	(x)	x
Is he restless?	x	(x)	x
Does he interrupt?	x	(x)	x
Does he day-dream?	x	(x)	x
Does he tell imaginative-lies?	x	(x)	x

Reva Commons-Teacher.

# Composite

Score Sheet

"G" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	x	x	⊗-1
Is he impertinent?	x	x	x
Does he bully others?	x	x	x
Does he destroy materials?	x	x	x
Is he disobedient?	x	x	x
Is he unreliable?	x	x	x
Does he have temper tantrums?	x	x	x
Often?	x	x	x
Does he swear?	x	x	x
Is he rude?	x	x	x
Often?	x	x	x
Is he lazy?	x	x	x
Is he nervous?	x	x	x
Is he disorderly?	x	x	⊗-1
Is he unhappy?	x	x	x
Is he easily discouraged?	x	x	x
Is he selfish?	x	x	x
Is he careless?	x	x	⊗-2
Is he inattentive?	x	x	x
Is he quarrelsome?	x	x	x
Is he resentful?	x	x	x
Is he stubborn?	x	x	x
Does he domineer others?	x	x	x
Is he fearful?	x	x	⊗-1
Is he unsocial?	x	x	x
Does he act silly?	x	x	⊗-1
Does he have a speech difficulty?	x	x	x
Is he excitable?	x	x	x
Does he jump from one thing to another?	x	x	x
Is he shy?	x	x	x
Is he restless?	x	x	x
Does he interrupt?	x	x	x
Does he day-dream?	x	x	x
Does he tell imaginative-lies?	x	x	x

means improvement reported by one teacher.

means improvement reported by two teachers.

# Score Sheet

e "G" May 19, 1938.

	Yes	No	Improvement
Is he untruthful?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is he impertinent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does he bully others?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does he destroy materials?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he disobedient?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he unreliable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does he have temper tantrums?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does he swear?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is he rude?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he lazy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he nervous?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he disorderly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he unhappy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he easily discouraged?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he selfish?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he careless?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he inattentive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he quarrelsome?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is he resentful?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is he stubborn?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does he domineer others?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he fearful?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he unsocial?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does he act silly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does he have a speech difficulty?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is he envious?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does he jump from one thing to another?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is he shy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is he restless?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does he interrupt?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does he day-dream?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does he tell imaginative-lies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Maxine Robertson - Teacher.



Score Sheet

"G"	May 19, 1938	Yes	No	Improvement
Is he untruthful?		X	(X)	X
Is he impertinent?		X	(X)	X
Does he bully others?		X	X	(X)
Does he destroy materials?		X	(X)	X
Is he disobedient?		X	(X)	X
Is he unreliable?		X	(X)	X
Does he have temper tantrums?		X	(X)	X
Often?		X	(X)	X
Does he swear?		X	(X)	X
Is he rude?		X	X	(X)
Often?		X	(X)	X
Is he lazy?		X	(X)	X
Is he nervous?		X	(X)	X
Is he disorderly?		X	(X)	X
Is he unhappy?		X	(X)	X
Is he easily discouraged?		(X)	X	X
Is he selfish?		X	X	(X)
Is he careless?		X	(X)	X
Is he inattentive?		X	(X)	X
Is he quarrelsome?		(X)	X	X
Is he resentful?		X	(X)	X
Is he stubborn?		X	X	(X)
Does he domineer others?		X	(X)	X
Is he fearful?		X	(X)	X
Is he unsocial?		X	(X)	X
Does he act silly?		X	(X)	X
Does he have a speech difficulty?		X	(X)	X
Is he excitable?		X	(X)	X
Does he jump from one thing to another?		X	(X)	X
Is he shy?		X	(X)	X
Is he restless?		X	(X)	X
Does he interrupt?		(X)	X	X
Does he day-dream?		X	(X)	X
Does he tell imaginative-lies?		X	(X)	X

Rosa Emmons - Teacher.



# Composite

## Score Sheet

"G" May 20, 1938

	Yes	No	Improvement
Is he untruthful?	x	x	⊗ - /
Is he impertinent?	x	x	⊗ - /
Does he bully others?	x	x	⊗ - /
Does he destroy materials?	x	x	x
Is he disobedient?	x	x	x
Is he unreliable?	x	x	x
Does he have temper tantrums?	x	x	x
Often?	x	x	x
Does he swear?	x	x	x
Is he rude?	x	x	⊗ - /
Often?	x	x	x
Is he lazy?	x	x	x
Is he nervous?	x	x	x
Is he disorderly?	x	x	x
Is he unhappy?	x	x	x
Is he easily discouraged?	x	x	x
Is he selfish?	x	x	⊗ - /
Is he careless?	x	x	x
Is he inattentive?	x	x	x
Is he quarrelsome?	x	x	x
Is he resentful?	x	x	x
Is he stubborn?	x	x	x
Does he domineer others?	x	x	x
Is he fearful?	x	x	x
Is he unsocial?	x	x	x
Does he act silly?	x	x	x
Does he have a speech difficulty?	x	x	x
Is he excitable?	x	x	x
Does he jump from one thing to another?	x	x	⊗ - /
Is he shy?	x	x	⊗ - /
Is he restless?	x	x	x
Does he interrupt?	x	x	x
Does he day-dream?	x	x	x
Does he tell imaginative-lies?	x	x	⊗ - /

! means improvement reported  
by one teacher.

APPENDIX H

Case H

Gave case H a Pintner-Paterson January 3, 1938. She completed the first four tests and the Manikin. She seemed hyperkinetic. She moved about a good deal, laughed and talked very loudly. She seemed eager to cooperate but became very tense when she did not quite understand what was expected of her.

On the triangle form board she became very frustrated. Seemed embarrassed because she could not complete it. She made relatively few moves. She sat and studied for a second or so and then she looked about, talked of other things or made remarks concerning the form boards.

She seemed very independent, and resented being helped.

May 28, 1938.

Gave case H a Pintner-Paterson. She gave up too easily on a good many tests. She did not complete four out of the twelve initial forms as contrasted to five out of fourteen on the terminal test. She lost interest in the test and seemed to tire.

January 4, 1938

Case H                      Fingerprinting

Case H said, "Put your fingers in it and make something." She made grass.

She said, "You make a picture."

First I'm going to make a road.

She guessed hills.

She made trees and said now you make one. She made lightning and sun. She said, "This smells like it has starch in it, doesn't it?" She liked to make suns. Made the top of a hill. A pair of tweezers. (Name of picture.)

January 5, 1938

Case H

Talks constantly. Wants to make lots of noise. Seeks attention. Said silly things and laughed loudly. Looked to see how teacher was reacting.

January 7, 1938

Case H

Began the second picture at 4:20.

She commented on the color.

Made another picture and called it a peanut. Made a bable.

She thinks yesterday's picture looks like a frog. Wants to call it a frog. Made a road. Made a pair of tweezers. Made a ladder. Made a picture and called it grass. Asked to save the grass so she stopped.

March 7, 1938 3:45

Case H

Told H to take a crayon of any color and draw a picture. She asked me not to look. She picked a black crayon and drew a window. She colored it yellow. She took brown crayon and drew a circle and colored it red. She asked if she might take the picture home. I told her I wanted to keep the picture. She asked to use my pencil and drew some more. She colored it purple and brown. She began telling about losing a colored crayon at home. She began to act rather silly as though she was conscious. She then used a green. She said her picture was a house with a chimney on the top. She wanted to cut it out but I explained that I wanted to keep her picture. She began playing with a toy but presently I asked her about the legs so she added five legs. She grew tired and wanted to quit so I drew a ball for her and colored it. I asked her what colors to use. Then she drew one and colored it.

March 16, 1938 4:00

Case H

I gave her a paper and asked her to make me a picture. She made a figure and asked me to guess what it was. I guessed but she said it was a sucker. She drew some lines. Then she asked to borrow my pencil.

She noticed the pictures on the blackboard. She asked who made them and said they were very pretty. Then she went back to her coloring. She said, "You don't like people who run, do you?" I said, "No." She said, "I don't run."

She colored some squares and lines on the paper and said she was making a rainbow.

Case H is much quieter than when she first came to school. She is less apt to act silly or be noisy.

She borrowed my pencil several times. She said, "You don't mind if I borrow your pencil for a little while but you care if I keep it a long time."

She went over to look at the sandtable. Looked at the pictures. She asked if it was a story of Black Sambo. Came back and began to color, asked me where I lived, what color the house is, etc.

Borrowed my pencil again and drew more lines. Went on with the coloring. She said she liked pink, white, yellow, and light green. Got tired so I let her go back to the Play Room.



March 23, 1938 3:30

Case H

Played with the paint a few minutes. Asked me to make a house for her. I did. Then she tried. Asked me to make a face. Said she was making flowers. Made another picture and called it a "winding road." Said she was tired of painting so I let her go. She was anxious to get back so she could swing.

March 25, 1938 3:40

Case H

She didn't want to paint at first but decided finally that she would. Wanted to see J's picture. Showed it to her. She finished her picture. Called it "three squirrels."

March 30, 1938 4:00

Case H

Gave her some clay and asked her to make something for me. Made a form and told me it was a lantern. She rolled out a piece of clay and pounded it a while. Talked about Snow White and the Seven Dwarfs. Talked about the basketball game. Talked about the new pupil in the Play Room. Said she was making a snake. Said she thought it was going to be a rattle snake.

April 27, 1938

Case H

Gave her some paper and paint. She was eager to paint. Began using lavender and orange. She seems to be just applying color rather than attempting a pattern. Used some blue and bright orange. Painted in silence and seemed very interested. Used a spot of bright orange in the center. Said she was making the little pigs' straw house although she attempted no form.

## PINTNER PATERSON

Initial      January 3, 1938      Terminal      May 23, 1938

Case H

Forms		Age level	Age level
	T	5-8	12-4
1. Mare	E	6-0	12-0
2. Seguin		5-0	5-2
	T	6-0	7-1
3. Five Figure	E	6-0	7-0
	T	9-0	
4. Two Figure	E		Did not complete
	T		9-1
5. Casuist	E	Did not complete	9-2
	T	14-0	
6. Triangle	E	14-0	Did not complete
7. Diagonal		Did not complete	Did not complete
8. Healy A		Did not complete	Did not complete
9. Manikin		9-0	6-0
10. Profile		Did not complete	Did not complete
11. Ship		6-0	Omitted
12. Picture		6-8	5-0
13. Adaptation		Omitted	4-0
14. Cube		Omitted	4-0

TERMINAL DETROIT FIRST GRADE FROM A

Case H      C.A. 4-5      M.A. 6-7      I.Q. 149

Tests	Results
Information	5
Similarities	5
Memory	3
Absurdities	4
Comparison	4
Relationships	3
Symmetries	5
Designs	3
Counting	3
Directions	<u>1</u>
Total	36

## Score Sheet

"H" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	x	⊗	x
Is he impertinent?	⊗	x	x
Does he bully others?	⊗	x	x
Does he destroy materials?	x	⊗	x
Is he disobedient?	x	⊗	x
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	x	⊗	x
Often?	x	x	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	x	⊗	x
Is he disorderly?	x	⊗	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	x	⊗	x
Is he selfish?	x	⊗	x
Is he careless?	x	⊗	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	⊗	x	x
Is he resentful?	⊗	x	x
Is he stubborn?	⊗	x	x
Does he domineer others?	x	⊗	x
Is he fearful?	x	⊗	x
Is he unsocial?	x	⊗	x
Does he act silly?	x	⊗	x
Does he have a speech difficulty?	⊗	x	x
Is he excitable?	x	⊗	x
Does he jump from one thing to another?	x	⊗	x
Is he shy?	x	⊗	x
Is he restless?	x	x	x
Does he interrupt?	⊗	⊗	x
Does he day-dream?	x	x	⊗
Does he tell imaginative-lies?	x	x	⊗

Reva Emmons - Teacher.



## Score Sheet

ee "H" February 28, 1938

	Yes	No	Improvement
Is he untruthful?	x	⊗	x
Is he impertinent?	⊗	x	x
Does he bully others?	⊗	x	x
Does he destroy materials?	x	x	⊗
Is he disobedient?	x	x	⊗
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	⊗	x	x
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	x	x
Is he lazy?	x	⊗	x
Is he nervous?	x	⊗	x
Is he disorderly?	⊗	x	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	x	⊗	x
Is he selfish?	x	⊗	x
Is he careless?	⊗	x	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	⊗	x	x
Is he resentful?	⊗	x	x
Is he stubborn?	⊗	x	x
Does he domineer others?	⊗	x	x
Is he fearful?	x	⊗	x
Is he unsocial?	x	⊗	x
Does he act silly?	x	⊗	x
Does he have a speech difficulty?	x	⊗	x
Is he excitable?	⊗	x	x
Does he jump from one thing to another?	⊗	x	x
Is he shy?	x	⊗	x
Is he restless?	⊗	x	x
Does he interrupt?	x	⊗	x
Does he day-dream?	⊗	x	x
Does he tell imaginative-lies?	⊗	x	x

Maxine Robertson - Teacher.

# Composite

## Score Sheet

e "H" February 28, 1928

	Yes	No	Improvement
Is he untruthful?	x	x	x
Is he impertinent?	x	x	x
Does he bully others?	x	x	x
Does he destroy materials?	x	x	⊗ - /
Is he disobedient?	x	x	⊗ - /
Is he unreliable?	x	x	x
Does he have temper tantrums?	x	x	⊗ - /
Often?	x	x	x
Does he swear?	x	x	x
Is he rude?	x	x	x
Often?	x	x	x
Is he lazy?	x	x	x
Is he nervous?	x	x	x
Is he disorderly?	x	x	x
Is he unhappy?	x	x	x
Is he easily discouraged?	x	x	x
Is he selfish?	x	x	x
Is he careless?	x	x	x
Is he inattentive?	x	x	x
Is he quarrelsome?	x	x	x
Is he resentful?	x	x	x
Is he stubborn?	x	x	x
Does he domineer others?	x	x	x
Is he fearful?	x	x	x
Is he unsocial?	x	x	x
Does he act silly?	x	x	x
Does he have a speech difficulty?	x	x	x
Is he excitable?	x	x	x
Does he jump from one thing to another?	x	x	x
Is he shy?	x	x	x
Is he restless?	x	x	x
Does he interrupt?	x	x	x
Does he day-dream?	x	x	x
Does he tell imaginative-lies?	x	x	⊗ - /

means improvement reported  
by one teacher.

Score Sheet

"H"

May 19, 1938

Yes      No      Improvement

Is he untruthful?	x	⊗	x
Is he impertinent?	⊗	x	x
Does he bully others?	x	x	⊗
Does he destroy materials?	x	⊗	x
Is he disobedient?	x	⊗	⊗
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	x	⊗	⊗
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	x	⊗	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	x	⊗	x
Is he disorderly?	x	⊗	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	x	⊗	⊗
Is he selfish?	x	x	⊗
Is he careless?	⊗	x	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	⊗	x	x
Is he resentful?	⊗	x	x
Is he stubborn?	⊗	x	x
Does he domineer others?	⊗	x	x
Is he fearful?	x	⊗	x
Is he unsocial?	x	⊗	x
Does he act silly?	x	⊗	x
Does he have a speech difficulty?	x	⊗	x
Is he excitable?	⊗	x	x
Does he jump from one thing to another?	x	⊗	x
Is he shy?	x	⊗	x
Is he restless?	x	⊗	x
Does he interrupt?	x	⊗	x
Does he day-dream?	x	⊗	x
Does he tell imaginative-lies?	⊗	x	x

Maxine Robertson - Teacher.

## Score Sheet

e "H"

May 19, 1938

Yes No Improvement

Is he untruthful?	x	⊗	x
Is he impertinent?	⊗	x	x
Does he bully others?	x	x	⊗
Does he destroy materials?	x	⊗	x
Is he disobedient?	⊗	x	x
Is he unreliable?	x	⊗	x
Does he have temper tantrums?	x	⊗	x
Often?	x	⊗	x
Does he swear?	x	⊗	x
Is he rude?	⊗	x	x
Often?	x	⊗	x
Is he lazy?	x	⊗	x
Is he nervous?	x	⊗	x
Is he disorderly?	x	⊗	x
Is he unhappy?	x	⊗	x
Is he easily discouraged?	x	⊗	x
Is he selfish?	x	x	⊗
Is he careless?	x	⊗	x
Is he inattentive?	x	⊗	x
Is he quarrelsome?	⊗	x	x
Is he resentful?	x	⊗	x
Is he stubborn?	x	x	⊗
Does he domineer others?	x	x	⊗
Is he fearful?	x	⊗	x
Is he unsocial?	x	⊗	x
Does he act silly?	x	⊗	x
Does he have a speech difficulty?	x	⊗	x
Is he excitable?	⊗	x	x
Does he jump from one thing to another?	x	⊗	x
Is he shy?	x	⊗	x
Is he restless?	x	⊗	x
Does he interrupt?	⊗	⊗	x
Does he day-dream?	x	⊗	x
Does he tell imaginative-lies?	⊗	x	x

Reva Commons-Teacher



# Composite

## Score Sheet

"H" May 20, 1938

	Yes	No	Improvement
Is he untruthful?	X	X	X
Is he impertinent?	X	X	X
Does he bully others?	X	X	(X)-2
Does he destroy materials?	X	X	X
Is he disobedient?	X	X	(X)-1
Is he unreliable?	X	X	X
Does he have temper tantrums?	X	X	(X)-1
Often?	X	X	X
Does he swear?	X	X	X
Is he rude?	X	X	X
Often?	X	X	X
Is he lazy?	X	X	(X)-1
Is he nervous?	X	X	X
Is he disorderly?	X	X	X
Is he unhappy?	X	X	X
Is he easily discouraged?	X	X	X
Is he selfish?	X	X	(X)-1
Is he careless?	X	X	X
Is he inattentive?	X	X	X
Is he quarrelsome?	X	X	X
Is he resentful?	X	X	X
Is he stubborn?	X	X	(X)-1
Does he domineer others?	X	X	(X)-1
Is he fearful?	X	X	X
Is he unsocial?	X	X	X
Does he act silly?	X	X	X
Does he have a speech difficulty?	X	X	X
Is he excitable?	X	X	X
Does he jump from one thing to another?	X	X	X
Is he shy?	X	X	X
Is he restless?	X	X	X
Does he interrupt?	X	X	X
Does he day-dream?	X	X	X
Does he tell imaginative-lies?	X	X	X

means improvement reported  
of one teacher.

means improvement reported  
of two teachers.